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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## *Physical Measurements of Shorthand-Test Difficulty*

*By Easton Wilber Harrison*

*John Hay High School, Cleveland, Ohio*

THE most common physical measurement of shorthand-test difficulty is syllable intensity. As there is a growing tendency to accept this measure as reliable, and as we are using two other measures—namely, word-sign (brief-form) percentage and non-word-sign frequency average—this study has been made to determine what refinement, if any, these two added measures seem to offer.

The material used is:

1. Samplings from the 1000 most common words (Thorndike List)
2. The Gregg wordsign list of 332 words
3. Tests from Form A, of which there are 27 in number
4. One test from Form B, of which there are 27 in number
5. Samplings from different shorthand company tests.

The technical terminology used, which may need defining, is:

Probable Shorthand Difficulty  
Syllable Intensity  
Wordsign (brief-form) Frequency  
Non-Wordsign Frequency Average.

*Probable Shorthand Difficulty.*—This term appears in all our tests as the heading for the tables used to summarize the probable vocabulary difficulty of the test. The probable shorthand difficulty is calculated from the syllable intensity, the wordsign frequency, and the non-wordsign frequency average.

*Syllable Intensity.*—This is the figure obtained by dividing the sum of the syllables by the number of words in a test. To illustrate: In the sentence, "It is fine," there are three words and three syllables. The figure obtained by dividing three, the number of syllables, by three, the number of words, is 1.00, the syllable intensity.

*Wordsign Frequency.*—This is the figure obtained by dividing the number of wordsigns in a test by the whole number of words. To illustrate: In the sentence, "It is fine," *it* and *is* are wordsigns, or brief forms as they are known in the Anniversary Edition of the Gregg Shorthand Manual. *Fine* is not a wordsign. The figure obtained by dividing two,

the number of wordsigns, by three, the total number of words, is 0.66, the wordsign frequency or percentage.

*Non-Wordsign Frequency Average.*—This is the figure obtained by dividing a sum which represents the amount obtained by adding the median frequency of all non-wordsigns by the sum of the non-wordsigns. To illustrate: In the sentence "He is fine and reliable," *fine* and *reliable* are non-wordsigns. According to the Thorndike rating, the frequency of *fine* is from 200 to 300, median 250. The frequency of *reliable* is from 5,545 to 6,047, median 5,750. The figure obtained by dividing the sum of these two frequency medians 6,000 by two, the sum of the non-wordsigns, is 3,000, the non-wordsign frequency average.

*Summary.*—If the test consisted of the following sentence, "The garden is very wet because it rained last evening," the probable shorthand difficulty of this test would be given at the head of the test as follows:

#### PROBABLE SHORTHAND DIFFICULTY

Syllable Intensity .....	1.50
Wordsign Frequency .....	0.50
Non-Wordsign Frequency Average.....	690.00

*Non-Wordsign Frequency Average.*—The non-wordsign frequency average in the foregoing illustration is 690. As this may be found to be the most reliable of all rough measures, and as it is perhaps the least understood, the method of obtaining it is given in detail here:

Non-Wordsigns	Frequency	Median
wet	1500-2000	1750
garden	300-400	350
rained	400-500	450
last	100-200	150
evening	500-1000	750
Non-Wordsign Frequency Average Median		690

*Conclusion.*—As this test has no word in it beyond the two thousand most frequent, and as it has a non-wordsign frequency median average of 690, it is probably a test of average difficulty for Shorthand II and would not be acceptable for testing any other grade of shorthand skill, vocabulary difficulty alone considered.

#### Argument

A fair statement of the case of syllable intensity versus shorthand difficulty would be:

A SHORTHAND TEST IS DIFFICULT IN DIRECT PROPORTION TO THE NUMBER OF SYLLABLES IT CONTAINS.

We can all agree that if the above proposition is true, we must assume that the following corollaries are also true.

*First.*—All syllables have an average equal number of letters (sounds in shorthand).

Of course, this statement could easily, though not conclusively, be proved to be unsound by simply saying *so* is a monosyllable, and *strange* is a monosyllable, yet *strange* has more letters than has *so*. However, suppose we test this assumption on the first 100 most common

words. These 100 words contain 112 syllables, and 283 sounds. The sounds per syllable, therefore, are 2.52.

Let us compare this figure with the one obtained from the 15 least common words written as wordsigns (selected because they are beyond the 5,000 most frequent). These 15 words contain 42 syllables and 107 sounds. The sounds per syllable are 2.54.

TABLE 1

No. of Words	No. of Syllables	No. of Sounds	No. of Sounds to Syllable
100	112	283	2.52
15	42	107	2.54

*Conclusion.*—It would seem fair to assume that, for a rough measure, there is some indication that syllables have an average equal number of sounds regardless of the frequency of words.

*Second.*—That all sounds of a syllable are written.

Suppose we test this assumption with the same list of 100 words.

These 100 words contain 283 sounds and are represented by 173 characters. The sounds per shorthand character are 1.63.

We find that the 15 least common words written as wordsigns (selected because they are beyond the 5,000 most frequent) have 107 sounds. These 15 words are represented by 40 characters. The sounds per shorthand character are 2.67.

TABLE 2

No. of Words	No. of Sounds	No. of Shorthand Characters	No. of Sounds to Characters
100	283	173	1.63
15	107	40	2.67

*Conclusion.*—It would seem that there is little reliance to be placed on the assumption that, though there be an average number of sounds per syllable in any given test, there is a corresponding average number of shorthand characters to represent them. In fact, the difference may be, as in this case, 0.608 per cent.

*Third.*—Wordsigns are as difficult, and no more difficult to write syllable for syllable than non-wordsigns.

Suppose we test this third assumption on the following material:

Fifteen words not derivatives selected with a beyond 5,000 frequency, next appearing alphabetically to the words studied above (Thorn-dike list).

(a.) These 15 non-wordsigns contain 35 syllables, and are represented by 68 characters. The shorthand characters per syllable are 1.93.

(b.) The 15 wordsigns contain 42 syllables, and are represented by 40 characters. The shorthand characters per syllable are 0.95.

TABLE 3

No. of Words	No. of Syllables	No. of Shorthand Characters	No. of Characters to Syllables
15	35	68	1.93
15	42	40	0.95

*Conclusion.*—Little reliance can be placed on the assumption that, in shorthand, wordsigns are as fully written and, therefore, no more difficult to write syllable for syllable than non-wordsigns. In fact, the difference may be, as in this case, as great as 1.02 per cent.

The 100 most common words contain 60 wordsigns and 31 non-wordsigns.

These 31 non-wordsigns contain 33 syllables, and are written with 69 characters. The shorthand characters per syllable are 2.09.

These 69 wordsigns contain 89 syllables, and are written with 104 characters. The shorthand characters per syllable are 1.17.

TABLE 4

No. of Words	No. of Syllables	No. of Shorthand Characters	No. of Characters to Syllables
31	33	69	2.09
69	89	104	1.17

*Conclusion.*—Little reliance can be placed on the assumption that, in shorthand, wordsigns are as fully written as non-wordsigns. In fact, the difference may be, as in this case, as great as 83 per cent.

### Summary

There seems to be some indication that in general syllables have an equal number of letters or sounds in shorthand. But there seems to be no indication that all sounds of a syllable

are written, at least in the wordsign portion of a test and in the 100 most frequent words. There seems to be no indication of the truth of the assumption that wordsigns are as difficult and no more difficult to write than non-wordsigns, syllable for syllable. Finally, little reliance can be placed on the proposition that shorthand is difficult in proportion to the number of syllables it contains in at least the wordsign portion of the test, and in the 100 most frequent words.

### Application

In an effort to establish a minimum standard, some such sampling as outlined in the above study seemed to be necessary in order to construct a more reliable measure than then in use. Therefore, different articles were edited to conform to certain non-wordsign frequency averages. The ranges established were:

Shorthand II—500 to 700  
Shorthand III—700 to 900  
Shorthand IV—900 to 1100

### Preparation of Tests

In editing material for a test it is necessary:

*First.*—To determine its non-wordsign frequency average. In Test No. 8, Shorthand IV (see sample tests following), there are, in the whole letter, 327 non-wordsigns, the sum of the median frequencies of which is 307,850. This sum, divided by 322 (the number of non-wordsigns, less the 5 words with frequency beyond the 5,000 most frequent), equals 955. In Test No. 8, Shorthand II, there are 117 non-wordsigns, the sum of the median frequencies of which is 63,400. This sum divided by 115 (the number of non-wordsigns less the 2 words with a frequency beyond the 2,000 most frequent) equals 500.

As the non-wordsign frequency median of the material to be edited lies between the range of 900-1100, it is suitable without editing for a Shorthand IV Test. For a Shorthand II Test, however, it is necessary to omit whole sentences or parts of sentences to bring this material down to a non-wordsign frequency median range of 500-700.

*Second.*—To determine its wordsign percentage. In Test No. 8, Shorthand IV, there are in the whole letter 384 wordsigns. The wordsign percentage is the figure obtained by dividing this sum, 384, by 711, the whole number of words, or 54 per cent. In Test No. 8, Shorthand II, there are 133 wordsigns. The wordsign percentage is the figure obtained by dividing this sum, 133, by 250, the whole number of words, or 53 per cent.

*Third.*—To determine its syllable intensity. In Test No. 8, Shorthand IV, there are in the

(Continued on page 256)

# Why I Am in Favor of the State High School Shorthand and Typewriting Contests

By Wayne Edgerton

Parsons Business College, Kalamazoo, Michigan

**S**TATE high school shorthand and typewriting contests and interscholastic athletics are, at the present time, causing as much, if not more controversy, than any other topics relative to the school program. The purpose of this paper is to confine itself entirely to the affirmative side of the shorthand and typewriting contest debate. During the last few years, it has been my opportunity to prepare students for shorthand and typewriting contests as well as athletic contests of various sorts. The athletic contests have presented many of the same difficulties that were encountered with the shorthand and typewriting work, and have helped me to make several definite conclusions relative to the latter.

## Contests Dignify Commercial Work in Minds of Students and Public

Shorthand and typewriting contests give scholastic attainment a place of importance comparable to that of the extra-curricular program in the minds of the student body as well as the parents, and help to dignify the work of the classroom.

In volume thirty-five of the *School Review* (1927), L. E. Cash, of Chester High School, Chester, Connecticut, in his article, "Motivation in the Small High School Through Interclass Efficiency Contests," points out how interclass efficiency contests improved attendance, scholarship, deportment, extra-curricular activities, school assemblies, and school finances. He states:

In the promotion of athletics and other extra-curriculum activities, many supplementary agencies, such as bands, parades, trophies and medals, contests and tournaments, cheer leaders and "pep-fests," and what not are extensively utilized. When a school develops winners in these activities, not only the school population but the whole community considers their victories as its own. Students who excel in scholarship are not encouraged by organized demonstrations.

The sentiment expressed by Mr. Cash seems to be prevalent among the majority of instructors in all branches of school work. The

discontinuance of shorthand and typewriting contests will take away the only element which has helped to give these subjects the objectivity of athletics, band, and orchestra.

## Set Standards for Class Accomplishment

Contests aid in setting up standards which the students and teacher should accomplish. Efficient instruction, at the present time, demands that there shall be uniformity in the type and amount of work covered in the different schools of the state because of the mobile character of the school populace.

For example, after a student has completed a month and a half of shorthand, bookkeeping, and typewriting, the parents move to another locality. Here the student encounters great difficulty, which results many times in his failure in a subject because the objectives and progression in the work are entirely different from the preceding school.

Again, we find lack of uniformity in the objectives of subject matter, illustrated by the varying qualifications of freshmen who enter the universities, colleges, and business schools each fall. Some are deficient in the fundamentals of grammar, mathematics, languages, and commercial subjects because uniform content standards have not been adopted by the secondary schools throughout the state.

Certainly, then, if the state shorthand and typewriting contests help to correct this evil in the commercial branches, they are worthy of continuance.

## Provide State-Wide Contact Among Commercial Students

State contests afford opportunity for students of similar abilities from different communities to come in contact with one another. The time is at hand when the commercial leaders of the country must possess a social nature, and this can only be developed by the intermingling of those most naturally fitted for the work, whose interests are in common.

The development of specialization is created at the contests in the type of work carried out. Many permanent friendships have arisen at these meetings which have proved very beneficial both socially and financially in later life. To take away this opportunity deprives the student of his greatest chance to develop into the highest type of social individual.

### *Stimulate Better Classwork*

The stimulation of classroom work is accomplished by these contests. Students are not so prone to seek the easiest method of attaining their credits. Many complaints have been issued by teachers who have found it difficult to create interest in their shorthand courses at the beginning of the term. As soon as they had informed their classes of the district and state contests, however, a decided change in the interest element was observed.

There are many who believe that rewards to students should be abolished, but, if these very individuals were cross-questioned relative to their own occupations, it would no doubt be discovered that the reward element has an important place in their own lives. Yet the reward of dollars and cents, only, should be discouraged.

### *Arouse Community Interest*

By means of the contests, more than by any other method, it has been possible to acquaint the public with and interest it in the work of the commerce department. Community interest in the commercial work of the school will promote it to a considerable extent. The contests offer objectives that may be easily visualized by the parents.

### *Force Better Teaching*

A more scientific attitude on the part of the teachers may be brought about. From the standpoint of the teacher, he feels that there is a definite objective which may be attained. In order that his team may make a good showing at the contest, it is necessary to plan his work carefully from the beginning of the year, and each day's assignments must be executed with the utmost precision. Interest in the shorthand and typewriting work is as great on the part of the teacher as it is for the pupil.

### *Test Teacher as Well as Student*

The contests create a demand for higher educational qualifications on the part of commerce teachers. Each contest acts somewhat as a test of the teacher's accomplishments in the shorthand and typewriting courses. Much

of the poor teaching at present is due to lack of a proper check-up by the administration of the school.

Contests tend to eliminate this necessity and cause the teacher to conform to the best methods without the outside pressure which is many times very unpleasant.

### *Afford Excellent Publicity for School*

Excellent school publicity is furnished by means of the tests, and it is the type of which the school and the community may be proud. In this respect, it does not contain the evils of athletics. All winning is accomplished by fair means and the spirit of sportsmanship prevails.

### *Help Students "Find" Themselves*

Excellent aids are afforded to gifted pupils in finding themselves. In the past, many have been entirely unaware of their abilities until they had entered these contests. No doubt there are many students in college who would never have attended if it had not been for the influence of one of these contests. It is also certain that the commercial contests are directly responsible for many students entering the commercial teaching profession, the business school, and the business world.

The proper kind of education should expose the pupil to all kinds of desirable activity in order that he may intelligently select his life's occupation. The removal of the state high school shorthand and typewriting contests will rob him of one of his most desirable activities. There is no more justification for removing this type of activity than for removing the athletic program, and there is no danger that the latter will be abandoned.

### *Give Students a Taste of College Atmosphere*

These contests, held at leading schools in the various districts, furnish an opportunity for the student to come in contact with a higher institution of learning. Sometimes this is the deciding factor as to whether or not he shall later attend college. From this standpoint, it is imperative that the contests be made as interesting and beneficial as possible.

### *Raise Scholarship Standards*

Opportunity for comparison among schools is afforded, which is desirable for the improvement of scholarship. This does not mean that because a school fails to win it is of inferior quality. But it does mean that if a school is at the bottom of the result schedule it is necessary that the reason be accounted for and, if it is due to inferior teaching, drastic remedial measures be taken.

One thing must be kept thoroughly in the foreground—these contests are not for the purpose of developing a winning shorthand or typewriting team—not by any means. This is sometimes done in athletics, but it must not be allowed to creep into the state commercial contests. If the proper type of supervision is administered, there will be no opportunity for this to occur.

### *Help Standardize Test Material*

The contests act as an aid to teachers in helping them improve their own tests, because each one must contain graded material that will be beneficial for the final event of the year. An unconscious standardizing agency is thus established in the high schools of the state. This is not to be construed that regular standardized tests should be discontinued. These tests should be encouraged as desirable agencies for the promotion of better teaching and hence of greater scholastic efficiency.

### *Interest Students in Their Studies*

Contests develop an intrinsic interest on the part of the pupil. Too many of the pupil interests in high school belong to the extrinsic class. There is too much teacher initiative. The contests afford an opportunity for the pupils to develop their own desires.

### *Raise Level of All Students' Work*

There is definite need for interclass as well as intraclass shorthand and typewriting contests. The state contests automatically promote better classwork, for trials must be made in order to determine who shall be sent. Those who have advanced the argument that the contests benefit too few students, and that most of the teacher's time is spent on a selected few, have failed to take this matter into consideration. The high grade of work which is necessary for the preparation of the coming event has a tendency to elevate the work of the poorer students.

### *Competition Causes Progress in All Lines*

The axiom that competition is the cause of progression being acknowledged, no educator can eliminate from his program the state shorthand and typewriting contests without ignoring this universal rule of development. The importance of school competition is not recognized by many. Some are even advocating its elimination from the school program. The purpose of education is preparation for life, and the ability to do better those things which must be done anyway. If this be accepted as a tentative definition, then let us analyze life

a little more carefully. Is not competition largely the cause of the great progressive strides that have been made in industry of the present day? Who will deny it?

The state shorthand and typewriting contests, then, are furnishing the pupils of Michigan one of the most vital and fundamental factors preparatory for their life's work.

### *To Summarize*

1. State contests give scholastic attainment a place of importance comparable to that of the extra-curricular program in the minds of the student body as well as the parents, and help to dignify the work of the classroom.
2. They act as an aid in setting up standards of what the teachers and pupils should accomplish, and give to the work a greater amount of objectivity.
3. They afford opportunity for students of similar abilities from different localities to come in contact with one another.
4. State contests accomplish more thorough classroom work and pupils are not so prone to "slide" through their courses.
5. State contests acquaint and interest the public in the work of the school.
6. A more scientific attitude on the part of the teachers for their work is developed.
7. State contests demand that teachers seek higher educational qualifications.
8. A means of desirable school publicity is furnished.
9. State contests act as excellent aids to gifted pupils in finding their life's occupation.
10. They afford opportunity for pupils to come in contact with a higher institution of learning, which sometimes determines whether or not they will later attend college.
11. State contests give opportunity for comparison among schools, which is desirable for the improvement of scholarship.
12. State contests help teachers to improve their own tests.
13. They cause teachers to become desirous of knowing more about standardized tests and their uses toward improving scholarship.
14. They are responsible for the development of an intrinsic interest on the part of the pupils.
15. State contests necessitate preliminary intraschool contests in order to determine who shall be sent. This counteracts the argument that the contests only benefit a selected group of students.
16. Competition being largely responsible for progress in every line, the elimination from our program of the state shorthand and typewriting contests will retard the further development of commercial education.

# CONVENTIONS

## *Coming Events*

### *Western Pennsylvania Education Association to Meet Next Month*

**T**HE Commercial Education Association of Western Pennsylvania will hold its semiannual meeting at Pittsburgh, in the Frick Training School, Saturday, April 5, 1930, at 9:00 A. M. This will be a meeting of special interest to all commercial teachers and high school principals, as it features four teaching demonstrations to be given by educators who are nationally prominent in their fields of work. Some phase of work will be taught in the subjects of Bookkeeping, Junior Business Training, Shorthand, and Typewriting. The following persons will speak through the courtesy of the South-Western Publishing Company, Ginn & Company, and the Gregg Publishing Company, respectively:

Mr. C. M. Yoder, director of commercial work at the State Teachers College, White-water, Wisconsin, will conduct the Bookkeeping demonstration. He is nationally known as secretary of the National Commercial Teachers' Federation.

The teaching of Junior Business Training will be demonstrated by Miss Juvenilia Caseman, supervisor of the General Business Training work in the Hutchinson High School, Buffalo, New York. She is recognized as one of the outstanding teachers of Business Training in the country.

Mr. Harold H. Smith, educational director of the Gregg Publishing Company, New York City, will demonstrate the teaching of both Shorthand and Typewriting. He has had a wide and varied experience in stenographic, secretarial, and reporting fields, in typewriter demonstration and contest work, and for the past fourteen years has been in close contact with teachers and their problems. He is well known as a teacher of methods in shorthand and typewriting throughout the United States and the British Isles.

An opportunity will be given for discussion following each demonstration. After the meeting, there will be a luncheon in the Georgian Room at Webster Hall. Those who

attended the luncheon last fall know that it is the real climax of the whole meeting. You are urged to be present. Kindly make reservation by sending \$1.50 to Mr. A. E. Cole, Langley High School, Pittsburgh, not later than April first.

"All who are interested are most heartily invited to attend both the meeting and luncheon," the secretary, Miss Emma C. Schremp, writes us, "and we can assure you a profitable and a very enjoyable time."

### *Central Commercial Teachers Announce May Meeting*

**T**HE next annual meeting of the Central Commercial Teachers' Association is announced for May 8, 9, and 10, to be held at Omaha. Those who have made it a practice to attend these meetings will regard these as important dates.

The president of the association is Mr. W. R. Hamilton, the enterprising owner and manager of the Hamilton College of Commerce, Mason City, Iowa. To make sure that your copy of the program is placed in the mails as soon as available, it is suggested that your request be addressed to Mr. Hamilton now.

### *International Congress Liège, Belgium, September 8-11, 1930*

**A**N International Congress on Higher Commercial Education will be held in Liège from the eighth to the eleventh of September of this year in conjunction with the exhibition celebrating the Centenary of Belgian Independence.

Two principal subjects will be discussed: "The program of high commercial education," and "The professions acceptable to the graduates of high commercial schools." Plenary

meetings only will be held at this time.

The general secretary of the Congress is Mr. Marcel Servais, 13, rue Pied du Pont des Arches, Liège, Belgium.

It is requested that the countries who signify their intention to be represented at the Congress should, as far as practicable, group to-

gether the delegate members. Those interested in joining the United States delegation, or in receiving further details of the Congress, should address Mr. J. O. Malott, Specialist in Commercial Education, Bureau of Education, United States Department of the Interior, Washington, D. C.

SAVE THESE DATES TOO—APRIL 17, 18, 19  
for the coming meetings of the  
EASTERN COMMERCIAL TEACHERS' ASSOCIATION  
Place — Hotel Pennsylvania  
NEW YORK CITY

### More Digests of State Meetings

**A**FTER our last issue had gone to press, we received additional data about some of the recent commercial teachers' meetings, and the list of new officers elected by the American Vocational Education Association, whose meeting at New Orleans was reported last month. To that report on page 205 of the February *American Shorthand Teacher* these officers should be added:

Paul W. Chapman, State Director of Vocational Education, Atlanta, Georgia, *president*; Miss Regina Groves, Madison Vocational School, Madison, Wisconsin, *vice-president* (representing Commercial Section); Charles W. Sylvester, Director of Commercial Education, Baltimore, Maryland, *treasurer*; and Z. M. Smith, State Director of Vocational Education, Indianapolis, Indiana, *secretary*.

The data covering the other meetings just reported follows:

#### Colorado

COLORADO EDUCATION ASSOCIATION, Southern Division, Pueblo, November 7.

##### Speakers:

F. C. Kay, Pueblo, THE OBJECTIVES TO BE SOUGHT IN THE HIGH SCHOOL COMMERCIAL COURSE; F. C. Onstott, Denver University, Denver, THE COMMERCIAL CURRICULUM IN THE HIGH SCHOOL; George Blair, Colorado Springs, RELATION BETWEEN THE BUSINESS COLLEGE AND THE HIGH SCHOOL COMMERCIAL DEPARTMENT.

##### New Officers:

PRESIDENT, Wallace Buck, High School, Trinidad

#### Nebraska

NEBRASKA STATE TEACHERS' ASSOCIATION, District No. 2, Omaha, October 31.

##### Speakers:

Guy L. Kidoo, Omaha National Bank, Omaha, ESSENTIAL CHARACTERISTICS FOR THE BEGINNER IN

THE BUSINESS WORLD; Gladys Rye, Omaha Technical High School, FIELDS OPEN TO GRADUATES OF COMMERCIAL COURSES; John R. Gregg, MODERN METHODS IN SHORTHAND.

##### New Officers:

PRESIDENT, C. G. Linn, Omaha Technical High School, Omaha

SECRETARY, G. M. Corum, Superintendent of Schools, Louisville, Nebraska

#### Oklahoma

OKLAHOMA STATE TEACHERS' ASSOCIATION, Oklahoma City, February 7.

##### Speakers:

A. B. Dishman, Okmulgee, THE RELATIVE IMPORTANCE OF COMMERCIAL SUBJECTS IN THE HIGH SCHOOL CURRICULUM; Professor James C. Powell, University of Oklahoma, THE FUTURE FIELD OF BUSINESS EDUCATION; J. W. Baker, South-Western Publishing Company, Cincinnati, Ohio, HOW TO MAKE THE COMMERCIAL STUDENT A MARKETABLE PRODUCT; SHORTHAND AND TYPEWRITING ROUND TABLE, discussion led by Mrs. Vera Neel Belisle, Tecumseh; BOOKKEEPING ROUND TABLE, discussion led by W. O. Martin, Central High School, Muskogee; discussion of miscellaneous COMMERCIAL SUBJECTS, led by Guy C. Brown, Central High School, Oklahoma City.

##### New Officers:

PRESIDENT, E. P. Brown, State Teachers' College, Alva

VICE-PRESIDENT, Marion Black, High School, Cleveland

SECRETARY, Miss Rena Head, State Teachers' College, Durant

#### Tennessee

SOUTHERN ACCREDITED ASSOCIATION OF BUSINESS COLLEGES, Memphis, Tennessee, November 29, 30.

##### New Officers:

PRESIDENT, Robert E. Alverson, President of the Alverson Business College, Birmingham, Alabama

SECRETARY-TREASURER, W. H. Haddock, President, Haddock's Florida Business University, Jacksonville, Florida

Next Meeting:

Atlanta, Georgia, November 28, 29, 1930.

### Wisconsin

SOUTHERN WISCONSIN TEACHERS' ASSOCIATION, Commercial Section, Madison, Wisconsin, February 7, 1930. *Walter*

*Kwapil*, High School, De Forest, Wisconsin, Chairman.

### Speakers:

*Prof. T. T. Goff*, State Teachers' College, White-water, THE COMMERCIAL MATHEMATICS CURRICULUM; *Mr. Cameron Beck*, Personnel Director, New York Stock Exchange, THE NEED OF A BETTER UNDERSTANDING BETWEEN BUSINESS AND THE SCHOOLS.



## Gleanings from Meeting of the Southern Commercial Teachers' Association

November 29-30, Chattanooga, Tennessee

**A** WELL-BALANCED program, with a representative attendance, marked the seventh annual convention of the Southern Commercial Teachers' Association, held in Chattanooga. Apropos of the traditions of this most inspiring city, the convention was addressed by a battery of speakers that held the audiences in rapt attention through the two days of interesting discourse.

If an attempt were made to summarize the conclusions of the speakers—to give the gist of the papers presented—readers of convention reports would be greeted as follows:

There is so much of bad in the best of us, and so much good in the worst of us, that it behooves us not to talk about the rest of us. (Greetings from the president!)

Employers want workers who can do more than one thing. The teacher learns through practical experience how to train her people to meet business problems.

Skill training in shorthand is fundamental. Let this be the daily motto, "Seek skill and pursue it."

To know bookkeeping processes is to have a good business foundation.

If the student is efficient, he is happier on the job. Vocational happiness is going to carry over to his social life.

To teach typewriting effectively is to be able to demonstrate the skill expected of the student. This ability to demonstrate is the beginning of typing wisdom.

Enrollment in the business departments of the high schools has increased seventy-two per cent since 1921.

The measurement of stenographic ability is



*J. H. Shields*  
President, Southern Commercial Teachers' Association, 1930

a reasonable demand of teachers. In this is revealed the professional equipment to see the student through.

Teaching methods have limitations. A salutary effect always follows the admission that, after all, we are teaching young people. The individual is infinitely greater than the method.

Service is the keynote of the new commercial education. We do not need remedial training so much as we need preventive.

Following are the speakers and subjects developed: President's address, E. L. Layfield, King's Business College, Raleigh, North Carolina;

"What Business Expects of Commercial Education," Prof. J. H. Shields, Duke University, Durham, North Carolina; "Some Problems of the Commercial Teacher and Their Solution," Dr. J. L. Harman, Bowling Green Business University, Bowling Green, Kentucky; "Growing Responsibilities of Education for Business," Dr. J. O. Malott, Specialist in Commercial Education, United States Bureau of Education, Washington, District of Columbia; "Static in Commercial Education," W. W. Renshaw, Gregg Publishing Company, New York City; "What Constitutes 'Teaching' in Typing," Harold H. Smith, Gregg Publishing Company, New York City; "A Survey of Business Education," J. W. Baker, South-Western Publishing Company, Cincinnati; "Fundamentals in Business Training," James L. Brawford, H. M. Rowe Company, Baltimore; "Measuring Stenographic Ability," J. E. Bathurst, Birmingham-Southern College, Birmingham, Alabama; "The New Commercial Education," Dr. Frances Moon Butts, McKinley High School, Washington, D. C. Extracts from Prof. Shield's address will be given next month.

An unusually strong executive committee was elected at the business meeting: *President*, J. H. Shields, Duke University, Durham, North Carolina; *vice-president*, M. A. Smythe, president, National Business College, Roanoke, Virginia; *secretary-treasurer*, Mrs. Margaret B. Miller, Wheeler Business College, Birmingham, Alabama; E. L. Layfield, King's Business College, Raleigh, North Carolina; A. M. Bruce, Massey Business College, Birmingham, Alabama; Miss Nell Steinheimer, Commercial High School, Atlanta; and Dr. C. D. Wray, Dean of the Department of Business Administration, Mercer University, Macon, Georgia.

The new committee has already under way plans for a very active year, and are out to make 1930 a big year in the South!

Mrs. Walter Lee Lednum, president of Durham College of Commerce, Durham, North Carolina, has been appointed General Program Chairman, and Mr. W. J. Wheeler, president of the Wheeler Business College, Birmingham,

Chairman of Local Arrangements, for the next annual convention, which will meet in Birmingham, November 28-29, 1930.

### Membership Drive On

Dr. C. W. Phelps, of the Department of Business Administration at the University of Chattanooga, has been appointed to take charge of the membership drive.

It is the purpose of the executive board to publish a Bulletin from time to time during the year in the interests of commercial education. The regular members will receive these bulletins as they are issued.

Southern commercial teachers (the Association includes the states of North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, Tennessee, Kentucky, and Virginia) are invited to send in their membership applications immediately to Dr. Phelps.



## Report of the National Commercial Teachers' Federation Convention

(Continued from the February issue)

WE should like to pass on to our readers the paper of each speaker in its entirety, but space will not permit, so we are obliged to give you just an inkling of the good things that were said on the great variety of timely topics discussed at the special sessions on Friday and Saturday—a brief summary of the points brought out.

### Public Schools Department

*Chairman, William L. Moore, Principal, John Hay High School, Cleveland, Ohio*

**DIRECT-ASSOCIATION METHOD OF TEACHING STENOGRAPHY**—Mrs. Florence Sparks Barnhart, Washington, D. C. In describing the teaching procedures used and the learning activities involved through the use of this method of teaching shorthand with a demonstration class at Teachers' College, Columbia University, the following characteristics of the method were emphasized:

1. As shorthand is essentially a thought-recording and thought-reproducing medium, every effort is made to secure thought recognition in reading, recording, and transcribing shorthand.

2. A direct association between an outline in shorthand and an idea already known to the pupils is established and fixed in rapid, meaningful reading exercises.

3. A direct association between the motions required for making an outline and the word-idea is established by practice at a good rate of writing speed.

4. In both reading and writing exercises, the major emphasis is always upon accuracy in reproducing the thought involved.

5. The method is based upon a systematic progress through a vocabulary specially selected because of the familiarity of the pupils with these words and the wide variety of ideas which can be expressed by them.

6. A progressive introduction of all the difficulty factors in reading, reporting, and transcribing shorthand to the end that accurate transcription is developed from the first day.

**TYPEWRITING BELOW THE SENIOR HIGH SCHOOL**—Jane E. Clem, *State Teachers College, Whitewater, Wisconsin*. Typewriting instruction in the public schools has been and is an experiment. It has passed the experimental stage in the senior high school, is passing it in the junior high school, and has just reached it in the elementary school. No one today doubts the success of typewriting instruction in the senior high school. Plenty of data is available to show that it is a success as a vocational subject in the junior high schools of certain communities and in certain junior high schools of some communities. These communities are the city schools. It is a success as an exploratory subject in small communities.

The Bureau of Educational Research of Columbia University is conducting an interesting experiment in twelve city school systems on the use of the portable typewriter in the six grades of the elementary school. Many schools are getting results with touch typewriting in the sixth grade. Of course there is

opposition to this most recent trend, but in spite of it there is reason to believe that type-writing will find its place in the elementary school curriculum in a few years.

**BOOKKEEPING—ITS PLACE IN THE SENIOR HIGH SCHOOL**—*J. O. McKinsey, University of Chicago, Chicago, Illinois.* No other subject teaches pupils to solve business problems so well as bookkeeping does. It develops a logical analysis of all problems in a logical sequence. The teacher should teach pupils to think and reason out the objective rather than to copy mechanically long problems and drills. Accuracy and precision cannot be overemphasized.

**MEASURING THE PROBABLE DIFFICULTY OF SHORTHAND TESTS.**—*Easton Wilber Harrison, Sr., Head Commercial Department, John Hay High School, Cleveland, Ohio.* Mr. Harrison's paper is being published in full in this issue.

**TEACHING TYPEWRITING BY DICTAPHONE**—*Mrs. Marion F. Tedens, Supervisor of Typewriting, Chicago Public Schools, Chicago, Illinois.* In the absence of Mrs. Tedens, her paper was read by Miss Mayme Modglin, Kelly Junior High School, Chicago. Mrs. Tedens, who is one of the most accomplished supervisors in the country, has had a very wide experience with this method of teaching typing, and she gave an interesting and scholarly presentation of the subject.

**BUSINESS TRAINING—ITS PLACE IN THE COMMERCIAL PROGRAM**—*L. L. Jones, formerly Assistant Commissioner, Board of Education, Cleveland, Ohio.* Junior Business Training has been severely criticised because of its too narrow job training. It is a significant criticism of administrators that schools do not provide boys and girls with any adequate knowledge of the business activities in which they will be engaged as consumers or producers when they leave school. To meet this need and the criticism against narrow business training, a general course in the science of business should be placed alongside general science, general mathematics, and the general social studies which are pursued in the junior and senior high school.

**THE MACHINE AGE**—*L. Gilbert Dake, Supervisor of Commercial Education, Board of Education, St. Louis, Missouri.* This is the machine age. In the office as well as in the factory, machines have become predominant. We must recognize the necessity of training students to use these machines. Every commercial class should be supplied with the machines used in carrying on the business activities of that class. The aim of the use of machines is to teach a familiarity with the most common office machines. In a large high school a course in office machines should be given the last term where students would be taught to use one or more of the more com-

plicated machines. The schools must not evade their duty to the business world by failing to give proper instruction on office machines.

#### NEW OFFICERS FOR 1930

**PRESIDENT:** P. O. Selby, State Teachers College, Kirksville, Missouri  
**VICE-PRESIDENT:** C. L. Bailey, Rockford High School, Rockford, Illinois  
**SECRETARY:** Miss Anna M. Curry, Virginia High School, Virginia, Minnesota

### Private Schools Department

*Chairman, J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky*

**WHAT PRICE GROWTH?**—*J. H. Kutscher, Principal, Oberlin School of Commerce, Oberlin, Ohio.* We must get our own ideals and train in that way—not mimic the colleges. Let us cut our own pattern and build an independent type of institution that will not follow, but will lead and be accepted as doing work that is of the highest, and that fits a particular need. In this way the growth of the business college is assured its rightful place in the education scheme of today and tomorrow.

**THE RIGHT AND WRONG KINDS OF BUSINESS SCHOOL ADVERTISING**—*Jay W. Miller, Goldey College, Wilmington, Delaware.* We are telling our story in concrete facts instead of generalities. Goldey College, Wilmington, Delaware, has utilized the questionnaire and research methods for focusing attention on its institution. It has established special once-a-week lectures, which have been the means of enhancing the prestige of the college.

Mr. Miller supplemented his talk with a most interesting and valuable exhibit of school advertisements.

**WHAT IS THE BEST WAY TO MEET PUBLIC SCHOOL COMPETITION?**—*E. H. Norman, President, Baltimore Business College, Baltimore, Maryland.* While ill health prevented Mr. Norman from being at the convention, his paper contributed much that was worth while.

The keynote of this paper was that there should be no competition between public and private schools. "Competition must be changed into coöperation."

**WHAT IS THE MOST REPREHENSIBLE PRACTICE AMONG BUSINESS COLLEGES?**—*P. S. Spangler, Duffs-Iron City College, Pittsburgh, Pennsylvania.* The practice by solicitors of guaranteeing positions to prospects. If solicitors could guarantee positions honestly, the practice might be defended, but my experience has shown me that this guarantee cannot be made honestly and, therefore, the practice should be discontinued.

**WHAT TYPES OF SCHOOLS ARE KEEPING PACE?**—*C. W. Edmondson, Edmondson School of Business, Chattanooga, Tennessee.* The

school that has a desirable location, modern equipment, strong practical courses, and a faculty that knows business and is a part of it is "keeping pace."

**WHAT SHOULD BE DONE AND HOW?**—*D. L. Musselman, Gem City Business College, Quincy, Illinois.* The business college should have a higher standard of ethics, a more useful purpose, a greater degree of coöperation, and a greater interest in municipal affairs.

**SAFEGUARDING THE FUTURE OF THE PRIVATE BUSINESS SCHOOL**—*H. E. Barnes, Barnes Commercial School, Denver, Colorado.* The sheer merit of the courses has been the greatest factor in our success and will continue to be. The need for better buildings, better courses, better teachers, better equipment, better advertising methods, and better position service are some of the requirements for the future success of the business school.

**THE RELATIVE IMPORTANCE OF COMMERCIAL EDUCATION**—*Dr. J. O. McKinsey, University of Chicago, Chicago, Illinois.* Our business is to make commercial education so well worth while that it will speak for itself. If our work is done properly, we do not have to worry about the relative importance of commercial education, for it will be recognized by those who come in contact with our graduates.

**THE RELATION OF THE ADMINISTRATOR TO SUPERVISION**—*D. D. Lessenberry, Principal, Business High School, Pittsburgh, Pennsylvania.* Supervision should not deteriorate to "snooperism." It should be tackled with three points in mind: The power to do things—for that is skill; the power to think things—for that is growth; and the power to feel things—for that is life itself.

#### NEW OFFICERS FOR 1930

**PRESIDENT:** J. H. Kutscher, Principal, Oberlin School of Commerce, Oberlin, Ohio  
**VICE-PRESIDENT:** George Meadows, Manager, Draughon's Business College, Shreveport, Louisiana  
**SECRETARY:** Miss Anna G. Durbin, Brown's Business College, Decatur, Illinois

### Shorthand and Typewriting Round Table

*Chairman, N. B. Curtis, Thomas Jefferson High School Council Bluffs, Iowa*

**BETTER TYPEWRITING INSTRUCTION**—*William F. Oswald, Underwood Typewriter Company, New York City, N. Y.* Give proper attention to the position at the machine, to the correct and speedy manipulation in feeding in the paper rapidly and rejecting it speedily, and to a snappy but firm throw of the carriage—the right start determines later operating skill.

It is good teaching from a psychological standpoint to have the students finish any paper that has been started, regardless of the

errors. A good slogan to follow is, "Write as fast as you can accurately." Try for an automatic advance in a rhythmic way, because rhythm is the foundation of speed and accuracy.

**TEACHING AND LEARNING SKILLS IN TYPEWRITING**—*Harold H. Smith, The Gregg Publishing Company, New York City, N. Y.* You cannot have skill without attitude and intelligence. Train so that the student is conscious of his own goal or his particular steps in motivation. In learning skills, we teach movements, not characters. Teaching skills depend on the teacher-knowledge of the learning skills. Students understand and imitate proper position and correct stroking best by seeing them demonstrated. Try to have the students write words, not as made up of isolated letters, but as a complete movement. Understandable student-checking leads to initiative and progression.

Discussions as to PERFECT COPIES, FAMILIARITY WITH VARIOUS MAKES OF MACHINES, CONTEST TRAINING, and STUDENT-CHECKING were presented by *Miss Ruth Palmerton, of Joliet, Miss Sadie Meehan, of Peoria, and Mr. Stephens of St. Paul.*

**PROBLEMS IN THE TEACHING OF TRANSCRIPTION**—*J. O. Malott, Specialist in Commercial Education, Bureau of Education, Washington, D. C.* Faults in writing shorthand are remedied only by reading what is written so that the peculiarities are made known. This is really called transcription work, and to be most effective should be started the very first week of shorthand training. Accuracy rather than skill is the definite aim.

Early transcription sets standards of good English, accurate spelling, correct punctuation, and visualizes the office procedure to be reached sometime in the near future.

**IMPROVEMENTS MADE POSSIBLE IN TEACHING SHORTHAND BY THE GREGG SHORTHAND MANUAL, ANNIVERSARY EDITION**—*Miss Eleanor Skimin, Northern High School, Detroit, Michigan.* A classroom trial of the new Manual has shown us that the early and systematic introduction of words of high frequency has made possible a simpler presentation and greater skill motivation. Students learn from form rather than from analysis, so the motion pattern should be stressed. The word-building faculty, especially through analogy, provides training in concentration and accuracy of outline. Simplicity of presentation promotes more accurate transcription than formerly, and stimulates the interest and rapid advancement of the student. The Unit plan affords a method of presentation that is logical and convenient to assign.

Mr. Gregg was called upon to interpolate some remarks as to reports of achievements made by teachers in the field. Miss Edith

(Continued on page 263)

# Present-Day Trends in Business Training

*An Address Delivered at the Convention of the Maine Teachers' Association*

*By Howard M. Munford*

*Bay Path Institute, Springfield, Massachusetts*

*(Concluded from the February issue)*

## 7. THE TENDENCY OF COLLEGES AND UNIVERSITIES TO ORGANIZE AND GIVE THE SAME RECOGNITION TO COURSES IN BUSINESS AS TO COURSES IN LAW, MEDICINE, AND OTHER PROFESSIONS.

THE government report shows that in the period from 1915-1924 the number of all colleges and universities offering commercial curricula increased from 58 to 129, an increase of 124 per cent. Some of the pioneers in this field have not only rendered a most gratifying service but have profited greatly thereby. In the great metropolitan centers there is a keen demand on the part of workers regularly employed for evening and extension work of collegiate grade to enable them to keep abreast of the times and to secure promotion or to make a new business connection. New York University in New York City and Northwestern University in Chicago are schools which have responded nobly to that demand and have profited immensely as a result. In both of these institutions the departments of business training have for a number of years

rendered excellent service to the community and have maintained departments which, in enrollment and in income, have been outstanding leaders in the organization.

### *Degree Courses Offered*

These business training courses are organized with the same thoroughness and professional foresight shown in the organization of any professional training, and degrees are offered which carry the same prestige and recognition accorded to those given for other professional work.

Business education is rapidly approaching the position in which full recognition will be given for all preparation not only in colleges and universities, but also in schools of secondary education.

## 8. A BETTER APPRECIATION OF THE VALUE OF CORRELATION OF RELATED SUBJECTS AND A DEFINITE REQUIREMENT BY MANY SCHOOLS IN THIS DIRECTION.

The National Education Association commission on the reorganization of secondary education asserts, "English is the most fundamental, universal, and important subject in the commercial course." Business instructors everywhere will agree with this pronouncement of the commission. There can be no question that the ability to read well and rapidly and to express thoughts clearly and adequately is an important factor in the formal study of any school subject as well as in everyday life.

### *Correlating Shorthand and English*

The objectives of English instruction are three in number: 1. Facility of expression. 2. Power of interpretation. 3. Appreciation. The objectives of shorthand teaching are similar. Writing, reading, and transcribing shorthand involves a knowledge of words and of sentence structure, rapidity of language function, and ability to implant and interpret the

thought in the dictated material. The key to skill in shorthand, as in English, is the acquisition of an adequate vocabulary. The pupil cannot interpret the thought in a dictated sentence composed of words with which he is not familiar.

Every shorthand instructor is familiar with the student who learns and writes readily the simpler shorthand characters and who reads his notes glibly and superficially, with little or no conception of the thought the dictator seeks to express; the student who ceases writing and looks up inquiringly whenever an unfamiliar word is dictated, because of his utter inability to write words not already to be found in his English vocabulary; the student who restores literally what he understands by the notes in the shorthand notebook and who can be depended upon to ruin hopelessly any transcription work he undertakes. His difficulty is not one of manual dexterity. He thinks and responds quickly, but his knowl-

edge of the mother tongue is so inadequate and superficial as to entirely nullify the skill phases of his shorthand and typewriting work.

It is plain, therefore, that an important part of the shorthand teacher's work is to increase the pupil's business vocabulary and his command of the mechanical aspects of the language. Unless the English teacher is able to secure and maintain the active, sympathetic coöperation of the shorthand and typewriting teachers in planning methods of effectively correlating the three subjects, the work of all is seriously handicapped. Every teacher is essentially a teacher of language. Shorthand and typewriting must be taught with the objective of building up skills and technique. The teaching, however, must be done with the deeper purpose in mind of contributing to the improvement of the students' English, specifically in punctuation, vocabulary, and sentence structure.

### *Balancing Shorthand and Typewriting*

As English and shorthand must be effectively correlated in their three fundamental objectives of facility of expression, power of interpretation, and appreciation, if a high quality of work is to be expected, so must the same unity of purpose be secured in skill of operation in the twin arts of shorthand and typewriting. The necessity of proper skill and balance in the theory work of both subjects must be recognized and emphasized from the very beginning of the study, and his skill and balance must be maintained throughout the period of theory training if the student is to enter upon his transcription work without being seriously handicapped.

The necessity for this correlation was recognized many years ago in some of our schools and definite correlation programs went into operation. Such a program between the shorthand and typewriting theory work has been in effect at Bay Path Institute for many years. According to this plan sufficient time and attention is given to each subject to enable the average student to keep his course in balance. Instructors in both subjects see that the student is kept informed as to just what is required to preserve his technical equilibrium, so to speak. Absolute insistence on the successful carrying out of this balanced arrangement gives assurance that the student will enter the dictation period of his training without the handicap of delinquent Typewriting.

### *Bay Path Correlating Typing and Bookkeeping*

This plan consistently followed improved the work in our Secretarial Department to such a marked degree that it has since been applied to other departments in the school. We now

have a practical working correlation in the Bookkeeping Department between bookkeeping and typewriting which has greatly improved the progress of the delinquent student. This plan keeps the teaching staff unified and tends to place the emphasis on that work which needs attention rather than on the work for which the student has the greater aptitude. A better balanced course of training is the result.

### *Growing Emphasis on Transcription*

Probably the most hopeful sign in Secretarial teaching today is the emphasis that is being more and more placed on the teaching of transcription. Too often in the past we have taught pupils to write and read shorthand rather than to transcribe it. In transcription we have been disposed to leave them to their own devices. The traditions followed in many commercial departments have included little or no instruction which will prepare a student for transcribing on a business basis. The results of this attitude are reflected in the quality and quantity of work students so trained are able to do.

### *Experiments at Bay Path*

A little attention given to the matter of teaching transcription will yield returns very much worth while. Sometime ago I tried a series of experiments to see how nearly the students in the transcription class of the Normal Training Department could bring their typewriting speed on shorthand notes up to their copy speed. The results were very interesting.

I began with a series of tests from textbook plates. The words in these plates were carefully counted and marked off on the plan now used by the Underwood Typewriter Company. The students were instructed to read the plates carefully and the proper punctuation was determined. They were then sent to the typewriting room and timed on the transcription of these plates, the same as though it were copy material.

Following this series of tests from textbook plates, I gave another series from dictated notes. This material was given at a rate which made it possible for every student in the class to write it well. The work was read back and punctuated. These notes were then transcribed against time in the same manner as the textbook plates. The results of these tests were carefully checked and tabulated. Some very interesting information was secured.

There are 46 students in this particular class. The average rate of the speed of this group on copy, according to the best official record from the typewriting companies, is 51

words a minute. On the transcription from textbook plates the average was 28 words a minute, or about 55 per cent of the copy rate. The lowest individual rate was 12 words a minute, written by a student whose average from copy was 41. The highest rate was 53 words a minute, the copy speed of this student being 70 words a minute. The closest approach to the copy speed on this plate writing was made by a student who transcribed at 35 words a minute and who had a copy record of 44. In this case the transcribing speed was 80 per cent of the copy speed. The greatest difference was in the case of the student referred to above, who copied at 41 and transcribed at 12, which was 29 per cent of the copy speed.

The results of the transcription from dictated notes were even more interesting than from plates. The class transcribed from their own notes at an average rate of 36 words a minute, 70 per cent of the copy rate, and 15 per cent higher than the rate from plates. The lowest rate was 11 words a minute, written by a student who has a copy rate of 43. In this case the transcription speed was only 26 per cent of the copy speed. The highest rate was 59 words a minute, written by a student whose official copy speed is 73 words. The nearest approach to copy speed made by any member of the class was 46 words a minute as compared with 49 words from copy, a percentage of 94.

The most interesting result of this test to me was the fact that the transcription speed from dictated new material averaged 15 per cent higher than from textbook plates. This was probably because the combined processes of writing and reading were more effective in familiarizing the student with the material than reading alone. Having looked over the notes from which the transcripts were made, I would not say that the excellent character of the notes was primarily responsible. The notes

were good student notes, but not particularly superior. I believe that considerable practice in the reading of notes, in the recognition of individual peculiarities and the ability to read through them, were important factors.

### *Poor English Usually Key to Poor Transcription*

In studying the results I find that the students who are having the greatest difficulty in these speed tests are those who cannot be rated as strong English students. In their speech, in their writing, and in their transcription work, the command of the language is noticeably limited. They may hear the peculiar word at the moment it is dictated or read, but it is not familiar and when it is encountered again in transcription there is a hesitation, a temporary cessation of operations, or an outstanding error in the transcript. The student who does not always do his own thinking is also brought to light in this test. Thrown on his own resources, the pillar on which he has been accustomed to lean being temporarily removed, he flounders along and makes a poor showing. Of course, nervousness and a weakness in either of the major subjects, shorthand and typewriting, will show themselves in the tabulated figures.

While the time we are able to give to this work on our schedule is limited, the results show that a student may be trained to transcribe from his own notes at a rate of speed which is at least 75 per cent as fast as his copy speed. The rate of speed in transcription attained by high school students in shorthand dictation contests in which I have been interested within the last few years, convinces me that much more attention is being given to the teaching of transcription and to speed and accuracy in this phase of the work than ever before.

## 9. A BETTER UNDERSTANDING AND COÖPERATION BETWEEN BUSINESS MEN AND EMPLOYMENT MANAGERS ON THE ONE HAND AND SCHOOL AUTHORITIES AND INSTRUCTORS ON THE OTHER.

Coöperation has been one of the outstanding factors in the phenomenal development of American business—coöperation and business combination. This spirit has been recognized in our school system to a more pronounced degree than ever before and now this co-

operation is being extended through a recognition of a common interest so that there is a better understanding and a more general desire manifested on both sides to work together to the improvement of the product of the schools.

## 10. THE TENDENCY TO MAKE LOCAL AND NATIONAL STUDIES AND SURVEYS WITH A VIEW TO ADJUSTING THE CONTENT OF THE COMMERCIAL COURSE TO ADAPT IT TO THE NEEDS OF THE COMMUNITY.

The natural result of the better understanding and closer coöperation between business men and school authorities is a tendency

to study the employment field for reliable information for necessary educational adjustment.

Recent commercial occupation surveys and researches contributed more than all other factors to the progress of commercial education during recent years. The facts obtained merely from the surveys have resulted in a better understanding of the needs of those who are preparing for business occupations. These studies have given direction not only to the program of commercial education and training, but to the programs of guidance, placement, follow-up, and extension education. The United States Bureau of Education, the Federal Board for Vocational Education, and other agencies have encouraged these studies.

The surveys of the Cleveland Foundation, of the Rochester Chamber of Commerce, and the junior and senior commercial occupation surveys in a large number of cities, removed the vagueness about the distribution of the workers in the various commercial occupations. Facts began to replace opinions regarding the numerical importance of preparation for particular vocations. The concept of the traditional curriculum as a complete and satisfactory means of preparation for business occupations began to weaken. It was evident that the requirements for these occupations had been changing, but commercial teachers and administrators had made little effort to revise the commercial courses.

Some of the fields in which these studies and surveys were made revealed some important facts. The senior commercial occupation survey conducted in St. Louis, Missouri, was made to gather data on the dis-

tribution of workers according to occupation, sex, age, number of years out of school, education in day and evening schools, and the correlation between progress in business courses and accomplishments in business. This survey revealed that about 66 per cent of the workers were employed in occupations not basically stenographic or bookkeeping. The need of clerical training courses was strongly emphasized. Fifty-one per cent of the help wanted was sales people.

The Board of Education of Pasadena, California, conducted a survey of 4040 commercial workers in that city. The primary object of that study was to find out what subjects should be included in the commercial curricula and what the content of these subjects should be. The report contains many interesting and helpful tables of results. The sections pertaining to labor turnover in commercial occupations, to initial and subsequent salaries, to personal qualifications of employees, and to office equipment are of particular interest. In this study 10 per cent of the workers were classified as bookkeepers and accountants and 11 per cent as stenographers and secretaries.

One of the outstanding findings of the committee that surveyed the business occupation field in Minneapolis, Minnesota, was the surprising proportion of positions in which experience was not required. In 58 per cent of the cases surveyed no experience was required; 32 per cent required experience, and in the remaining cases minimum experience requirements were indicated.

#### 11. AN EFFORT BY SCHOOL AUTHORITIES TO SECURE INTELLIGENT AND SKILLED SUPERVISION AND ADMINISTRATION OF THE WORK IN BUSINESS EDUCATION.

The lack of an adequate number of city and state directors and supervisors of commercial education is the greatest hindrance at present to the development of coördinated progress in the secondary schools, universities, and teacher-training institutions. The necessity for able leaders primarily interested in this field is obvious. The number of students enrolled in the commercial curriculum exceeds the number in any other curriculum except college preparatory. The commercial enrollment exceeds the combined enrollments in all the following courses: Agriculture, Home Economics, Industry or Trade Training, and Technical or Manual Training. Nevertheless, there is a larger number of supervisors in each of these fields than in commercial education.

New York and California are the only states with a specialist in commercial education on the state administrative staff, and the California position has just been created and filled. Such a position vacated in Pennsylvania some time ago has not yet been filled.

Many cities, notably New York, Chicago, Oakland, Rochester, St. Louis, and Miami, have city supervisors. In Boston, a commercial coördinator has been appointed.

The reports on the progress of commercial education in the cities and in the one state in which supervisors have been working long enough to secure such information give sufficient evidence of what can be accomplished with leadership primarily interested in this field. Undoubtedly adequate supervision in this important phase of education would be an economy. It is to be hoped that more attention will be given in the near future to this important phase of the work.

#### *Are You Keeping Abreast of the Times?*

The progress in your particular field of commercial education can probably be measured rather accurately by its relation to the trends which I have been discussing here. Your standing as an educator and probable future

(Continued on page 276)

# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *This Thing Accuracy*

**N**OBODY today questions the dictum, "Write no faster than you can write accurately." It is accepted in all the pedagogy of commercial teaching, whether we are seeking to produce a speed writer or an everyday, practical typist in a business office. Its validity has been proved so conclusively that it is no longer open to doubt or question.

Yet it is concerning these very things that have been definitely settled that we should pause and take a fresh look now and then. Things conclusively settled have a habit of dying on us, of being put on the shelf away from the contamination of new ideas; or else we go to the other extreme and make a fetish of our cherished beliefs. This latter danger is usually more imminent than the first. As a race we like to take a generally-accepted dogma and make of it a mental strait-jacket into which we attempt to cram all divergent ideas and modes forever after. We like to feel that the problem is settled. It saves us the trouble of thinking!

Certainly, absolute perfection or absolute accuracy is impossible of attainment as the human machine is constituted. It is only reasonable or approximate accuracy that we can hope to attain in any of the skill subjects such as shorthand and typing. Nobody can write consistently at his top speed without error. Few, indeed, can write half that time perfectly. One champion in an hour's writing makes twenty-one errors, another makes fifty-five, yet neither of them is considered inaccurate; on the contrary, they are lauded for their remarkable perfection of skill. Yet, if a typist in a business office were to make twenty-one errors in an hour's work, we should in all probability question her skill; certainly we should never hold her up as a shining example of perfection. The only difference between the two cases is the consideration of speed. Hossfield writes 135 words a minute for the hour; the little girl in the office, 60.

The point we make is that accuracy is just another one of those things that falls under Mr. Einstein's famous theory. It is a relative proposition entirely. What is accurate in one

set of circumstances is grossly inaccurate in another. What is a high standard to a student of one temperament is only passing to a student with another emotional equipment. No matter how complete our unanimity on a standard, we cannot hope to apply it like a big wide paint brush to every condition. Our whole tendency in this age of standardization is, having accepted a yardstick or a measurement, to attempt to make everybody fit it, and this cannot be done when we are dealing with human skills and human temperaments.

Advancing pedagogy recognizes that standards are only group ideals, and not always possible of individual attainment. We establish our standards as a sort of measuring post, from which merely to project a line. The line may veer to one side or the other, depending upon the varying temperaments of those whom we measure, and it is right there that the teacher is justified. If a rule or a standard would fit everything and everybody, there would be little need for pedagogy; we could probably get along with magic lantern slides and moving pictures. It is the teacher's vital function to plumb out the variations and make the necessary adjustments. Standards are primarily guides therefore, and not dogma.

It is a serious handicap to some students to be required to write a given assignment on the typewriter absolutely without error, or even with any specific minimum of errors. Their nervous equipment is just not constructed that way. The more they try, the more violence they do to those very coördinating centers that we are attempting to develop. There is a distinct type of nervous equipment that must be taught first what we might term gross skill, without any effort at any refinement. Later on, when the foundation is properly laid, we can do all the refining we want, with little or no resistance. This is not a backward type, either. There are just as many of these who eventually develop into accurate, skilful writers as there are of any other type. They have a different emotional or nervous equipment, that is all.

and to attempt to force them to refine first, before they acquire a certain gross skill, is comparable to forcing a child to walk before he has crept.

On the other hand, there are many children who walk without creeping. With many of us, likewise, there are fewer intermediate steps along the road to skill, and for us the yardstick may work well enough; but any scheme of pedagogy must take into consideration those others—and who will say they are not in the majority?—who must take one step at a time, first a clumsy one, and then, as they acquire confidence, venture forth firmly and surely, under the guiding hand of an intelligent teacher.

It is the easiest thing in the world for a teacher to say "This is correct," and "This is not correct," and attempt to measure everybody—the sheep and the goats—by the same stick. There is grave danger, in such circumstances, that any standard we acquire will be-

come a mere catchword for the lazy-minded. A standard, after all, is only a tentative thing, a current ideal. Twenty years ago a great deal of typing was considered accurate that we would not permit a first-term student to perpetrate today. Tomorrow the standard may be even higher, but whatever it may be, it will never cease to be relative, subject to many qualifying considerations. Required speed, nervous and physical equipment, and intelligence will always be parts of the concept.

We are coming more and more to regard accuracy, therefore, as a standard of achievement—a means to an end, and in no sense the end itself. The end is reasonable, intelligent skill, adapted to the needs of business and the normal possibilities of the student we are instructing. It can never be more than a general group standard, with the function of the teacher the important one of making it adjustable to human needs and individual differences.

—C. L. S.

## Have You Trained Your Students to Win this Cup?

*Present Contest Closes March 15*

Correct training in shorthand writing is becoming a basic element in shorthand teaching, as evidenced by the fact that many universities and colleges were called upon to give instruction in correct executional technique this year. The influence of the O. G. A. is largely responsible for this movement. Progressive teachers, interested in keeping abreast of the innovations in shorthand teaching, must incorporate shorthand penmanship in their program. Results are assured, and teaching is made easier by the use of the beautiful awards offered in the Annual O. G. A. Contest. Introduce the O. G. A. to your classes, talk O. G. A., have your students earn this Certificate evidencing their artistry in shorthand. Practise the O. G. A. Contest copy, and submit the work of your classes for this annual international event conducted by the Gregg Writer.



O. G. A. School Trophy

Thousands of Greggites the world over are improving their writing by O. G. A. training.

This Contest is the greatest shorthand event of the year, and a distinctive feature of the Gregg Writer Credentials service. The beautiful silver Loving Cup, school banners, gold pendants suspended on solid gold chains, silver and bronze medals, and other prizes stimulate students to greater effort. If, therefore, you would encounter the least resistance in your shorthand penmanship classes, and secure the enthusiastic response and whole-hearted co-operation of your students, join the vast army of shorthand teachers that enters its classes in O. G. A. activities each year. Their achievement will be an inducement to later classes to equal or excel in accomplishment, and will add new laurels to your crown of success season after season.



## Physical Measurements of Shorthand-Test Difficulty

(Continued from page 239)

whole letter 1056 syllables. The syllable intensity is the figure obtained by dividing this sum, 1056, by the whole number of words, 711, or 1.48.

In Test No. 8, Shorthand II, there are 345 syllables. The syllable intensity is the figure obtained by dividing this sum, 345, by the whole number of words, 250, or 1.38.

### Test No. 8—Shorthand II

#### Copy of a Letter Concerning Ford's Community Stores

PROBABLE DIFFICULTY		
Wordsigns .....		53%
Syllable Intensity .....		1.38
Non-Wordsign Frequency Average.....		500

Your letter has been referred to me for attention. In reply I may state that while we have maintained a company food store for about | ten years it is only during the past year that this benefit has been extended to the general public. This service was established for the || purpose of keeping down rapidly advancing prices due principally to the number of merchants, each of whom was trying to succeed by charging our men | up with this added expense and profit. We view our work as a public service and are interested to note from your letter that you || consider it a wrong. This means that you are not interested in lower prices to the public, but in aiding small merchants, whose business costs | are adding to the advance of our living costs today. Our store is the largest of its kind in the country. Our total sales reach || about twelve million dollars each year, against which we show a profit of four hundred thousand dollars, or slightly over three percent. Can you point | to any of the merchants you represent and say they can do business on this margin, and would you say that because we are able || to so conduct our stores as to pass the savings on to the public that we do wrong? Our going out of business would not | settle this question; others would only take our place. We naturally regret that you should view the matter in the light your letter expresses and || hope that this information may be the means of educating you on all parts of this question. If, however, we have not made ourselves perfectly | clear, it will be a pleasure to have you come to Detroit and view at first hand the working out of these principles.

*Rate—50 words a minute. Transcribe entire take at 15 words a minute.*

*Teacher:* Give outlines for following words (all words in this test beyond the 2000 most frequent) per cent, margin.

### Working Papers for Shorthand II Test

#### Wordsign Percentage

Your letter has been referred to me for attention. In reply I may state that while we have maintained a company food store for about | ten years it is only during the past year that this benefit has been extended to the general public. This service was established for the || purpose of keeping down rapidly advancing prices due principally to the number of merchants, each of whom was trying to succeed by charging our men | up with this added expense and profit. We view our work as a public service and are interested to note from your letter that you || consider it a wrong. This means that you are not interested in lower prices to the public, but in aiding small merchants, whose business costs | are adding to the advance of our living costs today. Our store is the largest of its kind in the country. Our total sales reach || about twelve million dollars each year against which we show a profit of four hundred thousand dollars or slightly over three per cent. Can you point | to any of the merchants you represent and say they can do business on this margin, and would you say that because we are able || to so conduct our stores as to pass the savings on to the public that we do wrong? Our going out of business would not | settle this question; others would only take our place. We naturally regret that you should view the matter in the light your letter expresses and || hope that this information may be the means of educating you on all parts of this question. If, however, we have not made ourselves perfectly | clear, it will be a pleasure to have you come to Detroit and view at first hand the working out of these principles.

*No. of wordsigns, 133, divided by 250, the whole number of words=53%, wordsign percentage.*

*Analysis for Non-Wordsign Frequency Average*

has	150	merchants	1250	adding	450	do	50
to	50	each	150	to	50	on	50
me	50	whom	750	advance	1250	margin	4250
attention	1750	trying	250	living	150	say	150
may	150	to	50	costs	750	we	50
we	50	succeed	1250	today	450	able	750
maintained	1750	men	150	store	750	to	50
food	450	up	50	largest	150	so	50
store	750	added	450	country	250	conduct	1750
ten	350	expense	1750	total	1250	stores	750
years	50	profit	1750	sales	1750	as	50
only	50	we	50	reach	350	to	50
past	750	view	750	twelve	750	pass	150
year	50	as	50	million	1250	savings	450
benefit	1750	service	750	each	150	on	50
has	150	interested	750	year	50	to	50
extended	750	to	50	against	50	we	50
to	50	note	750	we	50	do	50
general	450	wrong	750	show	150	wrong	750
service	750	means	250	profit	1750	settle	750
established	1250	interested	750	four	150	only	50
purpose	750	in	50	hundred	250	take	50
down	150	lower	750	thousand	350	place	50
rapidly	750	prices	750	or	50	we	50
advancing	1250	to	50	slightly	1250	naturally	750
prices	750	aiding	1250	over	50	view	750
due	1250	merchants	1250	per cent (7)	50	matter	250
to	50	whose	750	to	50	expresses	750
number	250	costs	750	merchants	1250		
				say	150	Total ...	63,400

63,400 divided by 115=500, the non-wordsign frequency average.

*Test No. 8—Shorthand IV**Copy of a Letter Concerning Ford's Community Stores*

## PROBABLE DIFFICULTY

Wordsigns .....	54%
Syllable Intensity .....	1.48
Non-Wordsign Frequency Average.....	955

Your letter of November 12, addressed to Mr. Ford, in connection with our community store has been referred to the | writer for attention. In reply we might state that the Ford Motor Company has for a period of almost ten | years conducted a retail grocery and meat department for the benefit of its employees; and during this past year this | benefit has been extended to the general public locally. The beginning of this branch of service was not because of || a mere desire to become large grocers or butchers, but rather for the purpose of keeping down rapidly advancing living | costs which threatened to take away all the effect of wage increases which had taken effect and which was due | principally to the increase in the number of such merchants, each of whom was trying to succeed in business by | charging Ford employees with their added overhead expenses and profits. We cannot view this in any light other than a || public service and we believe that so long as the public is being benefited thereby there can be no cause | for complaint except from the smaller merchant whose high-priced goods are no longer in public favor. We are interested | in noting from your letter that such action on our part is considered as a "wrong" and that you are | organized to fight conditions and evils such as we are creating. This means that you are not interested in "service" || and lower prices to the public, but in aiding the small merchant whose expensive business costs are adding to the | advance of our living costs today. Prices under

existing conditions have reached a margin which provides more than a reasonable | profit to both producer and distributor, and if this is true, it is logical to assume merchandising such as we | are engaged in will materially reduce costs and still permit of a reasonable profit after the public has been given || the benefit of such reduced costs. The tendency of today is towards big business. The small merchant with his lack | of knowledge of modern business methods, his inability to buy in large quantities and to pay his bills on demand | are all reasons which make for higher prices and anyone who solves this problem is bound to get the business | just as a manufacturer who purchases a better article at a lower cost. The Ford store is the largest of || its kind in the country.

Public reponse has made it so. Our total sales reach about twelve million dollars annually, | against which we show a profit of four hundred thousand dollars, or slightly over three per cent. Can you point to | any of the merchants you represent and say they can do business on this margin? And would you say that | because we are able to so profitably conduct our stores and pass the savings on to the public we are || guilty of any wrongdoing? Our going out of business would not settle this question. Others would only take our place | as the movement has gained such foothold that other industries are organizing similar departments. It is generally conceded that the | average family which takes advantage of the opportunity to trade in our stores can save from five hundred to six | hundred dollars annually in their living costs without taking into consideration higher quality of the products they can purchase. If || this were confined alone to our one hundred thousand employees, it would represent a total from fifty million dollars to | sixty million dollars which would be released annually for products in other lines of business. The extent of a merchant's | success cannot be measured by his profits but wholly upon the extent to which he can serve the people, which | is and will be the only attraction to the buying public. We naturally regret that you should view the matter || in the light that your letter expresses, and we sincerely hope that this information may be the means of educating | you on other angles of this question. If, however, our position in this regard has not been made perfectly clear | it will be a pleasure to have you come to Detroit, where we can demonstrate more fully the soundness of | the principles which we have hereby endeavored to convey to you.

*Rate—80 words a minute. Transcribe entire take at 15 words a minute.*

*Teacher: Give outlines for following words (all words in this test beyond 5000 most frequent) retail, grocery, inability, tendency, logical.*

## *Have You Secured Your E.C.T.A. Yearbook?*

**T**HE Executive Board of the E. C. T. A. at its 1927 meeting in New York City adopted a three-year program of great importance to commercial educators. This program contemplated the preparation and printing of three Yearbooks as the outgrowth of the 1928, 1929, and 1930 annual conventions.

The three subjects selected for intensive research were:

1928 Foundations of Commercial Education    1929 Curriculum Making in Business Education  
1930 Administration and Supervision of Commercial Education.

Professor Paul S. Lomax, School of Commerce, New York University, was chosen as editor of the series.

The 1928 Yearbook appeared on schedule, and in December, 1929, the second Yearbook was issued. In the second book the general subject, "Curriculum Making in Business Education," is divided into four parts:

- I Trends in American Business and Educational Life.
- II Principles of Curriculum Making.
- III Case Studies in Business Curriculum Making.
- IV Contributions Made by Business Educators in Course-of-Study Making.

These Yearbooks are free to members of the E. C. T. A. Others may purchase them at \$2 a volume from Dr. Edward J. McNamara, Principal, High School of Commerce, New York City.

# The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company

## How Best to Learn (and Teach) Typing

(Continued from the February issue)

**I**N the last issue we saw how rhythm, defined as fluency, is a reality in typewriting skill. Mention was made of the mental as well as the manual elements which control rhythm, and some suggestions were offered as to how to practise so as to improve rhythm at the different levels of skill.

### *Rhythm and Its Applications*

If any operation is to be done skillfully some measure of fluency must enter into it. This applies to mental as well as manual operations. There must be a definite method followed by much practice to make the transmission of nervous and physical energy automatic. After that it is purely a matter of how much energy can be forced into the proper channels before their capacity for accurate and smooth control is reached.

The typist who has developed a poor way of returning his carriage, for instance, will reach the limit of his capacity for throwing the carriage much sooner than the typist who has learned a more correct technique. The poor typist in his anxiety will put too much energy into the operation. He will underreach or overreach for the line-space lever; or he will carry his hand too far in contact with the lever; or he will underreach or overreach in his return to the guide row. If any of these phases of the operation are wrongly executed, there will be immediate recognition of the fact, and fluency will be broken as speed is reduced. The secret is to strive continually for the "one best way" to execute each operation, to perfect it at low speed, and then gradually to increase the speed. And so we must have the "will to speed" even in making isolated character-typing movements—and from the beginning.

As we have seen from last month's graph of a copy test typed at the rate of 130 words a minute, speed and fluency are usually better when the typing is done on the level of whole sequences—words and phrases. Speed and fluency are poorer when working on the lowest level of skill (isolated characters).

This also applies to the transcription process, but here we have an entirely new set of problems—those relating to the reading of the

shorthand notes and to the arrangement of the material in consonance with acceptable form as to English, spelling, punctuation, and arrangement. Fast, accurate, and fluent transcription depends markedly upon the development of a complex set of mental skills which must operate fluently with the manual skills used in typing from ordinary copy.

In tabulations, the problems of arrangement overshadow everything else except accuracy, and it is rare that any typist can maintain a steady fluency of operation unless he is thoroughly acquainted with the particular form in which the copy comes to him and with the particular form in which it is to be set up. Such fluency of actual typing as exists is evident only in the execution of each separate group of figures, and these are usually executed on the lowest level of skill (isolated characters).

On every kind of work the fluent typist has an advantage in that he passes from one operation to another smoothly, without starts and stops, without jerks, and with assurance. Fluency does not increase one's speed; but it *does increase output* because it makes any speed more continuous; and it does make accurate typing easier because every mental and manual effort is under surer control.

### *Methods of Controlling Rhythm*

The early observers of expert performance recognized the value of what they called rhythm and attempted to incorporate it into their teaching procedure. Probably the first instruction on this was that contained in many of the early typing texts, which advised students that they should "type evenly," with "rhythm," etc.

Then came efforts to control rhythm by calling out the letters in a rhythmic manner. This was all right under certain circumstances; but its use is confined correctly to the teaching step commonly called "presentation," and on the lowest level of skill (isolated characters). It has limited value as "drill" on the lowest level of skill, but no value whatever on higher levels.

Afterwards came the "slap-stick" or "tap-

ping" and "counting" methods, to which may be added the metronome, and the revolving "clicking" device.

Later, musical devices were introduced, the first of which the writer knows having been the piano. This required a pianist, however, and it was an expensive piece of classroom equipment. Then came the phonograph (about 1915), and no doubt a few have used the radio. Some teachers have resorted to the device of having pupils hum, sing, or whistle a lilting tune, but this has the quite obvious disadvantage of absorbing some of the pupil's attention and energy which he needs for improving his typing.

### *The Phonograph as a Rhythm Device*

Today the phonograph is the most used rhythm device. Next to it stands the tapping or slap-stick method. There is no question but that the phonograph is far superior to the tapping method, because, aside from the slight extra cost of equipment entailed by its use, there are many advantages on the side of the phonograph and real disadvantages in the use of the tapping method.

Any device for controlling rhythm should serve principally (1) as a means of suggesting to the learner the rate of speed he is expected to maintain, and (2) as a means of reminding him when he fails to keep up that speed. Looked at in this way, any rhythm device is a speed control.

Secondarily, any device for controlling rhythm should encourage the typist to use correct technique, and one of the main features of good technique is the "relaxation-tension-relaxation" cycle of execution which we have described in an earlier article. Each stroke should start from a relaxed condition of the nerves and muscles involved. It should proceed through the tension stage with certainty and speed, followed immediately by a return to the relaxed condition from which it started.

Experience shows that properly selected phonograph music affords this three-fold suggestion, while the tapping or counting methods suggest only the "tension" phase of the cycle. The tendency with tapping and counting is to keep learners in constant tension, with consequent early fatigue and development of wrong technique. The phonograph, on the other hand, if not played too loudly, has a soothing effect upon nerves and encourages the learner to relax between his stroking efforts. This makes for greater control of accuracy and less fatigue. It also releases the teacher, who otherwise must keep a watchful eye on his tapping. There is no wear and tear on school furniture due to constant beating

with sticks and rulers; and properly controlled volume of music is undoubtedly less objectionable to other teachers and classes than a noisy pounding on desks, walls, or floors.

One advantage often claimed for the tapping method is that the teacher may change the rate more easily than she can with the phonograph. This is true, although with a fairly good phonograph and such special records as the Rational Rhythm Records,<sup>1</sup> there is considerable range of adjustment in the phonograph itself or in the records, which are graded as to speed and can be changed easily.

Music possesses an advantage which cannot be overlooked. If properly selected pieces are used, it can enthuse and inspire the student far beyond anything possible with the commanding staccato of the slap-stick or the dull thud of the most muffled ruler.

Such carefully prepared records as the Rational Rhythm Records also carry along several marked minor beats (quarter-time, half-time and sometimes double time) which can be used by the students below or above the average of skill of the group.

### *How to Use Rhythm Devices*

We have already pointed out that fluency should be sought after a definite speed and accuracy has been attained. Or, to put it in another way, in mastering any given operation

1. Set the speed.
2. Gain control of the movements at that speed to insure accuracy with good technique.
3. Polish off the operation in a fluent manner.

The place of any rhythm device, then, is plainly in the *latter stages of drill*. In learning any new movement or operation—getting the idea, so to speak—we are not dealing with drill, but with the initiation of new controls—on the teaching side, presentation; on the learning side, making a new adaptation. Hence, no fluency practice and no rhythm device is called for. However, the moment familiarity has been established, we may introduce a rhythm device.

This is one of the most common errors of teachers today. The reasoning goes thus: Students should learn to type rhythmically. Therefore, use the phonograph or other rhythm device all the time. A student making his first reaches to a new key or typing a new word or sentence is told to type it rhythmically. He may accomplish this, but it is most likely that he will not. If he does, it is certain that his performance will have been on a much lower level of speed (and perhaps of accuracy) than it would have been otherwise. Further, technique will be faulty—and technique is precisely what he is learning out of any movement.

<sup>1</sup> Gregg Publishing Company, Records 1 to 18 inclusive.

There is danger of over-emphasizing rhythm and of using it at the wrong time. In many schools it is so stressed that it really is the core around which all other teaching is woven. Rhythm, of course, has a very important and very definite place in the acquisition of fluency in writing, but its use must be understood.

### *The Phonograph*

The great difficulty with the early efforts to popularize the phonograph in the typing classroom was the failure properly to place it as a drill device. Coupled with this was the failure to recognize that the phonograph is also a device to control speed, and too much slow practice resulted. Then there was the final failure to recognize the fact that in sentence work best performance produces a necessary fluctuation of speed and fluency which is in itself rhythmic. The first enthusiasts claimed "typing-to-music" a cure-all for typing ills. Naturally, it was impossible of proof and the first reaction was to label the entire idea as a fad.

There were other difficulties because of the fact that ordinary musical records are rarely suitable for our purpose, in that they do not always maintain the principal time throughout or, if they do, they subordinate it to some other time here and there in the record. Sometimes a part or all of a record contains no marked beat, which makes it difficult for some students to follow. All these features have been cared for in the Rational Rhythm Records, which are adaptable to any skillful operation that should be executed at the rate set by each record. They have indeed been used in the teaching of calculating machine operation, penmanship, and shorthand.

### *Specific Suggestions*

Generally speaking, fluency practice, with or without a controlling device, will commence at rates of speed lower than the typist's best rates. Fluency practice should always be pursued on something that has already been typed through sufficiently to gain familiarity and should commence at approximately half to two-thirds of one's best speed.

If perfect fluency is attained in the typing of the word, phrase, sentence, or paragraph together with perfect accuracy, the student has demonstrated to himself that he is master of his skill at *that* level (speed); and his next repetition should be at a higher rate of speed.

Too few teachers are guided by the learning principle that repetition fixes whatever is done. If the student is not typing at his best ultimate speed (or reasonably near it) there is no excuse for not encouraging progress in speed if it is justified. This basic principle must be

understood and acted upon by the student himself—it is a part of the "how to practise" which should be mastered at the very outset of the course. It furnishes the student with a definite measure of what constitutes the right amount of practice on any given effort because it enables him to know when he has achieved mastery at each level of speed, accuracy, and fluency. It furnishes the "All clear" signal for him to advance to the next level!

Suppose, however, that he finds hesitation or inaccuracy in some part of what he is typing in such an effort for perfect fluency! He must be taught to identify and isolate the particular phrase, word, or combination which has given the trouble. He must attack that separately, master it, and then retype the complete exercise to check his progress. Skill is an intriguing thing. Human beings usually seek it earnestly and enthusiastically. The teacher's main task is to direct the student's attention toward the objectives that count and then to teach him how to reach those objectives step by step. Help him to create satisfaction by mastering these steps; but keep his steps ever pointed toward the real goal. Don't lead him off into a chase for the wrong kind of rhythm, wrongly speeded, or for accuracy inaccurately attained.

### *Rational Rhythm Records*

The Rational Rhythm Records provide speed and fluency controls of from 16 to 102 words a minute (80 to 516 beats a minute), half of them ranging from 35 to 47 words a minute. All these records admit of some students typing at half- or double-time while other students type at regular time, so that wide latitude is possible with mixed groups. The speed regulator affords further latitude up and down from the normal (approximately) 80-revolutions-a-minute speed of the record.

We would not be misunderstood, however, to recommend unlimited use of any rhythm device. In beginning classes, after the new operations have been taught, it will be well to confine the use of rhythm devices to about 25 or 30 per cent of the practice period. While teaching students how to practise with such devices, it may be necessary to use a greater proportion of the time.

### *Corrective Measures*

In advanced classes, except on special drills for correcting marked lack of fluency, probably such devices should be used not more than 5 to 8 minutes of the period. The warming-up period at the start of the class hour is the usual place in speed classes. Speed tests should never be typed to any rhythm device, although we must except here special efforts

at more or less sustained practice (which may be on copy matter) through which the teacher aims to correct gross irregularity or inaccuracy. In such cases the device is really more of a speed than a rhythm control.

Let us remark here that one of the best methods of correcting gross irregularity and inaccuracy up to 60 words a minute is to have the students copy for 5 minutes or less, with or without a rhythm device, calling out positively and clearly each letter and stroke in unison, the teacher leading. The stroking speed should be about half of normal.

In beginning classes the phonograph should never be used until after (1) the teacher has carefully presented a new idea in the form of a definite thing-to-be-learned, and until (2) the teacher has made certain that the class has practised the new thing in the precise way it will be done when the music is used as a guide. Even then, the teacher will have to observe carefully at the outset to make sure that the exercise is being practised purposefully in the best way as to timing (speed and fluency), accuracy of technique, and accuracy of result.

In advanced classes, where the student has been taught how to practise, the presentation and preliminary drill steps are not necessary. If the drill is to be on something already learned, the rhythmic device may be immediately put into operation. There is constant need, however, for teacher and student to recognize the difference between the *learning* of a new operation and *drilling* upon it. In the first case, rhythmic devices have no place. In the second, they are invaluable when correctly applied.

### Variations

What has been said thus far relates to the use of half-, regular-, or double-time where the student types a single letter to each of the beats, half-beats, or double-beats. There are still further uses to which the phonograph in particular may be put and which tend materially to hasten the formation of higher order typing habits. These, in turn, expedite improvement in fluency.

It will be recalled that in learning correct stroking technique for each of the 42 lower-case characters the 6-repeat (*jjjjjj*) drill was used. In following music on this type of drill, after the pupil knows what he is expected to do and has had some experience in typing such a combination, the *measure* becomes the guide instead of the *beat*. Starting with the first beat of the measure, the exercise is executed at the desired speed, followed by a relaxation during the rest of the measure (if the exercise has been pretty well mastered at top stroking speed), or through the next measure

(if the exercise is typed at a relatively slow speed).

It is futile to follow the beats on this kind of drill, as it encourages (indeed, usually induces) wrong movement. If quick, staccato stroking is used while following the beats, then the student really has no need for wasting time on this type of drill. He should be learning higher order habits—words and continuous writing on sentences or paragraphs.

When the six fast strokes are followed by the relaxation and a seventh stroke on the same key, it will be found possible to fit in the seventh stroke after a rest either on the last beat of the measure or on the first beat of the next measure. If the latter, then the relaxing period will extend through the second measure and the second set of six characters rapidly written will start with the first beat of the third measure.

### Unit Execution

This same procedure is useful in learning the unit execution of combinations and short words. In every instance, the main objective is to enable the typist to experience the "feel" of correct movements. By impressing this "feel" (kinesthetic sensation) upon his habit structure, he builds up the means by which he can at will duplicate the correct movements. The period of relaxation permits a breathing space in which to get new control of spasmodic movements and determine upon their better direction.

In typing sentences, it is better to proceed on the beat-for-beat basis (half-, regular-, or double-time), leaving the development of the student's best skill (highest speed with slightly fluctuating fluency) to individual practice *without the phonograph*.

A practical method of controlling class speed and fluency on any type of work is to set the phonograph regulator at "slow" and use a record that can be increased considerably in speed. Select a speed well within the ability of the class. Gradually and, if possible, unknown to the class increase the speed by advancing the regulator until the class rhythm breaks. This can be detected easily by the ear. At that point slow down the phonograph ever so slightly and let the practice continue until unison is restored. Then advance the regulator again until a "break" occurs, and keep repeating the operation. It will be found that each time the class control of speed and fluency is pushed a little higher. The regularity of the mass will be a strong factor in pulling along the slower students. In this exercise all students should write at the same speed, and it is better to use the regular beats rather than half- or double-time.

(To be continued next month)

## Report of National Commercial Teachers' Federation Convention

(Continued from page 248)

Bisbee, of the Whitewater State Teachers' College, confirmed many of the statements made and commented upon the superior advancement of her students this year.

### NEW OFFICERS FOR 1930

CHAIRMAN: W. C. Maxwell, Champaign High School, Champaign, Illinois  
 VICE-CHAIRMAN: Leslie O. Whale, High School of Commerce, Detroit, Michigan  
 SECRETARY: Miss Mina Bearhope, DeKalb High School, DeKalb, Illinois

### Business Round Table

Chairman, George I. Pearsall, Waite High School, Toledo, Ohio

In opening this meeting, Mr. Pearsall spoke very briefly. He said in part: "One of the most important problems of today is to know exactly what sort of training the commercial student should receive in order to be best fitted for the work he will do in the commercial world.

"I believe the best way to solve our problem is to get definite data on all phases of work that is being done in the business world, and from that material organize a course of study that will be most helpful.

"With that thought in mind, we have planned a number of these round tables to discuss the best surveys made in the United States, and hear reports by the people who have had charge of that sort of work."

A SUPERVISOR'S VIEWS OF THE VALUE OF BUSINESS CONTACTS FOR COMMERCIAL TEACHERS—Clay D. Slinker, Director Business Education, Garfield Building, Des Moines, Iowa. In the absence of Mr. Slinker, Miss Butler of Des Moines, read his paper. Business contacts and business experiences give teachers practical views of business, which they in turn can pass on to their students. Business contacts help to stimulate a healthy curiosity on the part of students, and the school as a social institution is better able to develop higher standards of business. The old apprenticeship method of training a student in business has passed with the innovation that has taken place in commercial school training. Business men expect schools to train workers that can substitute successfully for the worker formerly trained by the apprentice method. Teachers who have had some actual experience in the business world themselves are better able to determine the needs of the business man and to train students accordingly.

### SURVEY DATA PERTAINING TO THE NEED FOR

RETAIL-SELLING COURSES—E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C. Mr. Barnhart stressed the need for showing boys and girls the opportunities available beyond the immediate job in which they find themselves, and expressed the need for showing them what it means to go into business for themselves. "In almost every instance the merchants and proprietors of a community are foreigners, who come in and set up in business for themselves while the American-born boys and girls have, by the nature of their educational training, fitted themselves only as office workers in these houses. Selling is doing much to create vision in our young people, and more sales people finally go into business for themselves than do the young people employed in other branches of vocational work."

BENEFITS WHICH WE MIGHT EXPECT FROM A CLOSER COÖPERATION BETWEEN THE SCHOOLS AND THE BUSINESS WORLD—J. Dimond, Cadillac Motor Car Company, Chicago, Illinois. Mr. Dimond stressed the need for developing vision in our commercial students. He cited instances where officers of companies in the past have had to flounder around in a labyrinth of figures on financial statements without finding out much of what it was all about. Accountants must now present an intelligible and comprehensive picture of the business that can be quickly and accurately grasped by the business man, and graphs have come into general use for this purpose. Students should be given more *theory* which can be put into practice in the business world, as the *practice* received in school may not fit a given situation in which the student finds himself upon leaving school. Business was never in greater need of expert accountants than it is today, but it needs accountants who can prepare operating reports and explain them to a group of directors in operating language that they can understand. A set of books is more than a historic record of the business these days—it is the guide to business plans of operations for the future.

A REPORT OF THE GRAND RAPIDS SURVEY OF COMMERCIAL EDUCATION—A. J. Avery, Chairman, Commercial Education for Junior and Senior High Schools, Grand Rapids, Michigan. A committee on Commercial Education for the Junior and Senior High Schools of Grand Rapids was appointed by the superintendent of schools, Mr. Leslie A. Butler. The main purpose of this committee was to work out new courses of study for the pupils enrolled in the business departments of the various high schools of the city. The committee sent out

a questionnaire to the business firms of the city, asking for information as to the qualifications necessary for young people to have when they entered business.

One of the questions asked the business firms was: To what extent are bookkeeping machines and dictating machines lessening the necessity for young people to be trained in bookkeeping and shorthand? The majority answering this question stated that office machines were not displacing to any extent the necessity for young people to be trained in bookkeeping and stenography.

The census of office workers secured by this questionnaire brought out the significant fact that our commercial training must begin to include more training for general clerical positions. The work of the business office is becoming more diversified, hence there must be a diversity of training.

A FOLLOW-UP STUDY OF 3,000 COMMERCIAL GRADUATES OF IOWA—*Dr. E. G. Blackstone, University of Iowa, Iowa City, Iowa.* Enlisting the services of teachers in twenty towns large and small in the state of Iowa, lists were compiled of graduates over a period of five years, and questionnaires sent to these graduates, asking what they were now doing and if their training had helped them. The answers showed that 74 per cent of the graduates leave the small home town within five years after finishing school, 40 per cent moving to larger cities.

This raised the question of whether or not specialized training should be limited to the field of opportunities provided by the town itself, or be broad enough in scope to meet the requirements of large commercialized centers. A broad general knowledge of business should be taught first, in order to give students a vision of the possibilities and opportunities beyond the immediate job for which they are training.

THE PROGRESS OF COMMERCIAL EDUCATION AS EVIDENCED BY THESE SURVEYS—*Lois Bennett, Vocational Adviser, Vocational Guidance Bureau, Board of Education, Chicago, Illinois.* A number of people have made occupational surveys. Others may wish or be required at some time to make such surveys. But perhaps the greatest number is more interested in how to evaluate and use surveys already made than to learn about their preparation. My survey is a local one. With reference to numbers of workers on specific jobs, requirements of employers, and wage scales, it can only be considered as local in its application. Other metropolitan centers may, of course, draw comparisons from it if they consider their situations similar. But there has been no wish to imply in any way that the results of this particular study can be used, we will say, for Boston or

New York. [A summary of Miss Bennett's paper and also of her survey will appear in a later number of this magazine.]

OFFICE EQUIPMENT SURVEY OF PHILADELPHIA—*J. G. Kirk, Director Commercial Education, Philadelphia, Pennsylvania.* Mr. Kirk could not be present at the meeting, and his paper was read by J. H. Kutscher, Oberlin Business College, Oberlin, Ohio. A survey was made in Philadelphia, Mr. Kirk reported, of the amount and kind of office equipment in use in representative large and small business firms to determine the type of training and equipment necessary for a course in office practice. Firms were sent a printed form on which to check the equipment in use. A large percentage of replies was received.

The course planned on the basis of these returns is a unit year course for (1) commercial pupils (a) who prefer to do general office work or machine operating, in preference to stenography or bookkeeping, or (b) who desire to add to their efficiency by increasing their knowledge of office procedures, and (2) for academic students who desire to enter the business field.

PROGRESS DUE TO SURVEYS—A discussion of the various surveys reported on and their relation to the progress of commercial education was led by Mr. J. O. Malott.

#### NEW OFFICERS FOR 1930

CHAIRMAN: Loyall Minier, Jefferson High School, Lafayette, Indiana  
VICE-CHAIRMAN: Miss Elizabeth L. Butler, North High School, Des Moines, Iowa  
SECRETARY: Miss Florence Lester, Ball State Teachers' College, Muncie, Indiana

### College Instructors' Round Table

Chairman, *Dr. Paul S. Lomax, Professor of Commercial Education, New York University, New York, N. Y.*

GENERAL SUBJECT: PROBLEMS OF TEACHING COLLEGE BUSINESS SUBJECTS

PROBLEMS OF TEACHING ACCOUNTING—*Prof. James McKinsey, School of Commerce and Administration, University of Chicago, Chicago, Illinois.* In discussing the difference of opinion as to the teaching of Accounting, Professor McKinsey raised the question as to whether Accounting should be taught from the Business Control point of view or the preparation for C. P. A. He stated that at the end of an accounting course, the students of bookkeeping showed to no better advantage than those who had not had bookkeeping. One of the reasons for this is that students of bookkeeping are not taught how to handle unusual situations. In planning accounting courses too much attention is given to the smaller group.

The content of a course should be practically the same for the public accountant as for the administrator. He lamented the fact that it is so hard to get competent teachers of accounting, who have a satisfactory knowledge of the literature and problems of the accounting teacher.

Professor McKinsey questioned whether accounting is properly a Freshman course. In the discussion which followed his talk, the consensus of opinion was that it should come later and be delayed as long as possible.

**PROBLEMS OF TEACHING BUSINESS ADMINISTRATION**—*Prof. Henry P. Dutton, School of Commerce, Northwestern University, Evanston, Illinois.* Professor Dutton stated that Business Organization as a subject was most unorganized. He raised the question as to whether the approach should be by survey or otherwise. He considers the study of a model plant more valuable than a study of the theory of management, and recommended the student's going out into the various positions for study—an industrial approach—thus making all possible use of practical experience.

**GENERAL SUBJECT: IMPROVING THE PROFESSIONAL OR PEDAGOGICAL PREPARATION OF COLLEGE TEACHERS OF BUSINESS**

The meeting was turned into an open discussion of the following problems:

**PROBLEM OF OBJECTIVES**—It was suggested that since the teacher is held responsible for the learning results of his students, the main objective should be proper teaching. The teaching interest and thought should center in a balanced combination of the problems of the subjects and of the students in learning them.

**PROBLEM OF STUDENT PERSONNEL**—The use of organization charts, and calling the students by name for recitations were suggested as valuable aids in the successful handling of student discussion in large classes, and getting personally acquainted with members of a large class.

**PROBLEM OF SELECTION AND ORGANIZATION OF TEACHING MATERIAL**—Through active analysis; by determining the consensus of opinion and school practice; by analyzing textbooks, and students' reaction to teaching material, were some of the best ways suggested for keeping material up to date, and to prevent undue overlapping.

**PROBLEM OF PRESENTING TEACHING MATERIAL TO A CLASS**—Many methods were discussed, including the Lecture, Discussion, and Problem Methods. It was suggested that they should all be tried out, and the one that produced the best results should be used.

**PROBLEM OF TESTING STUDENT LEARNING RESULTS**—The discussion revealed the fact that the new type of tests were more widely used in the Junior Colleges than in the Universities and Colleges, where the old type of test is almost universal. It was suggested, however, that both types of tests be tried out, and the one used that seems better fitted to the situation.

#### NEW OFFICERS FOR 1930

**CHAIRMAN:** M. E. Studebaker, Ball State Teachers' College, Muncie, Indiana  
**VICE-CHAIRMAN:** Lee A. Wolford, Marshall College, Huntington, West Virginia  
**SECRETARY:** Mrs. R. N. Wilcox, Wilcox School of Commerce, Cleveland, Ohio

#### Penmanship Round Table

*Chairman, M. E. Tennis, Illinois Business College, Chicago, Illinois*

Due to the sudden death of Mr. Tennis' father on December 26, Mr. J. S. Griffith, of the Englewood Business College, Chicago, acted as chairman.

Simplification of Penmanship Forms was the general topic discussed, and those who participated in the discussion were R. R. Reed, Ferris Institute, Big Rapids, Michigan; Charles Faust, Chicago; Miss Sara Bramson, University of Commerce, Des Moines, Iowa; Robert Bloser, Zanerian College, Columbus, Ohio; G. E. Spohn, Madison College, Madison, Wisconsin; and J. S. Griffith.

Penmanship from the Business Man's Standpoint, was the topic of the address of the day, by D. W. Wedding, a Chicago banker. Greetings from the penmanship teachers of Canada were brought by Mr. E. J. O'Sullivan, president of O'Sullivan's Business College, Montreal.

#### NEW OFFICERS FOR 1930

**CHAIRMAN:** René Guillard, Evanston High School, Evanston, Illinois  
**SECRETARY:** A. B. Rowe, Illinois Business College, Chicago, Illinois

### The National Association of Penmanship Teachers and Supervisors

Holds its annual meeting April 9, 10, 11 at Detroit. We told you something of the work and plans of the association last month. President Kirk will be glad to give you complete details.

#### BE THERE

**President,** John G. Kirk, Philadelphia, Pa.  
 Ramsey Building, Pine Street Below 12

**Treasurer,** Miss Myrta L. Ely, St. Paul, Minn.  
 Irving School, Grand and Grotto Streets

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# D I C T A T I O N M A T E R I A L

to Shorthand Plates in *The GREGG WRITER*

## Shoes and Ships

From "Cabbages and Kings"

By O. Henry

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John de Graffenreid Atwood ate of the lotus, root, stem, and flower. The tropics gobbled him up. He plunged enthusiastically<sup>20</sup> into his work, which was to try to forget Rosine.

One day Johnny's *moso* brought the mail and dumped it<sup>40</sup> on the table. Johnny leaned from his hammock, and fingered the four or five letters dejectedly. Keogh was sitting on<sup>60</sup> the edge of the table chopping lazily with a paper knife at the legs of a centipede that was crawling<sup>80</sup> among the stationery. Johnny was in that phase of lotus-eating when all the world tastes bitter in one's mouth.<sup>100</sup>

"Same old thing!" he complained. "Fool people writing for information about the country. They want to know all about raising<sup>120</sup> fruit, and how to make a fortune without work. Half of them don't even send stamps for a reply. They<sup>140</sup> think a consul hasn't anything to do but write letters. Slit those envelopes for me, old man, and see what<sup>160</sup> they want."

Keogh drew his chair to the table and began to slit open the letters. Four of them were<sup>180</sup> from citizens in various parts of the United States who seemed to regard the consul at Coralio as a cyclopædia<sup>200</sup> of information. They asked long lists of questions, numerically arranged, about the climate, products, possibilities, laws, business chances, and statistics<sup>220</sup> of the country in which the consul had the honor of representing his own government.

"Write 'em, please, Billy," said<sup>240</sup> that inert official, "just a line, referring them to the latest consular report. Tell 'em the State Department will be<sup>260</sup> delighted to furnish the literary gems. Sign my name. Don't let your pen scratch, Billy; it'll keep me awake."

"Don't<sup>280</sup> snore," said Keogh, amiably, "and I'll do your work for you. You need a corps of assistants, anyhow. Don't see<sup>300</sup> how you ever get out a report. Wake up a minute!—here's one more letter—it's from your own town,<sup>320</sup> too—Dalesburg."

"That so?" murmured Johnny, showing a mild obligatory interest. "What's it about?"

"Postmaster writes," explained Keogh. "Says a<sup>340</sup> citizen of the town wants some facts and advice from you. Says the citizen has an idea in his head<sup>360</sup> of coming down where you are and opening a shoe store. Wants to know if

you think the business would<sup>380</sup> pay. Says he's heard of the boom along this coast, and wants to get in on the ground floor."

In<sup>400</sup> spite of the heat and his bad temper, Johnny's hammock swayed with his laughter. Keogh laughed too; and the pet<sup>420</sup> monkey on the top shelf of the bookcase chattered in shrill sympathy with the ironical reception of the letter from<sup>440</sup> Dalesburg.

"Great bunions!" exclaimed the consul. "Shoe store! What'll they ask about next, I wonder? Overcoat factory, I reckon. Say,<sup>460</sup> Billy—of our 3,000 citizens, how many do you suppose ever had on a pair of shoes?"

Keogh reflected<sup>480</sup> judicially.

"Let's see—there's you and me and—"

"Not me," said Johnny, promptly and incorrectly, holding up a foot encased<sup>500</sup> in a disreputable deerskin *sapato*. "I haven't been a victim to shoes in months."

"But you've got 'em, though," went<sup>520</sup> on Keogh. "And there's Goodwin and Blanchard and Geddle and old Lutz and Doc Gregg and that Italian that's agent<sup>540</sup> for the banana company, and there's old Delgado—no; he wears sandals. And, oh, yes; there's Madama Ortiz, 'what kapes<sup>560</sup> the hotel'—she had on a pair of red slippers at the *baile* the other night. And Miss Pasa, her<sup>580</sup> daughter, that went to school in the States—she brought back some civilized notions in the way of footgear, and<sup>600</sup> Mrs. Geddle, who wears a two with a Castilian instep—and that's about all the ladies. Let's see—don't some<sup>620</sup> of the soldiers at the *cuartel*—no; that's so; they're allowed shoes only when on the march. In barracks they<sup>640</sup> turn their little toes out to grass."

"About right," agreed the consul. "Not over twenty out of the three thousand<sup>660</sup> ever felt leather walking arrangements. Oh, yes; Coralio is just the town for an enterprising shoe store—that<sup>680</sup> doesn't want to part with its goods. Wonder if old Patterson is trying to jolly me! He always was full<sup>700</sup> of things he called jokes. Write him a letter, Billy. I'll dictate it. We'll jolly him back a few."

Keogh<sup>720</sup> dipped his pen, and wrote at Johnny's dictation. With many pauses, the following reply to the Dalesburg communication was perpetrated:<sup>740</sup>

Mr. Obadiah Patterson,  
Dalesburg, Ala.

Dear Sir: In reply to your favor of July second, I have the honor to<sup>760</sup> inform you that, according to my opinion, there is no place on the habitable globe that presents to the eye<sup>780</sup> stronger evidence of the need of a first-class shoe store than does the town of Coralio. There are 3,000<sup>800</sup> inhabitants in the place,

and not a single shoe store! The situation speaks for itself. This coast is rapidly<sup>820</sup> becoming the goal of enterprising business men, but the shoe business is one that has been sadly overlooked or neglected.<sup>840</sup> In fact, there are a considerable number of our citizens actually without shoes at present.

Besides the want above mentioned,<sup>860</sup> there is also a crying need for a college of higher mathematics, a coal yard, and a clean and intellectual<sup>880</sup> Punch and Judy show. I have the honor to be, sir,

Your Obt. Servant,

JOHN DE GRAFFENREID ATWOOD,

U. S.<sup>900</sup> Consul at Coralio.

P. S.—Hello! Uncle Obadiah. How's the old burg racking along? What would the government do without<sup>920</sup> you and me? Look out for a greenheaded parrot and a bunch of bananas soon, from your old friend<sup>940</sup>

JOHNNY.

"I throw in that postscript," explained the consul, "so Uncle Obadiah won't take offense at the official tone of<sup>960</sup> the letter! Now, Billy, you get that correspondence fixed up, and send Pancho to the post office with it. The<sup>980</sup> *Ariadne* takes the mail out tomorrow if they make up that load of fruit today."

The night program in Coralio<sup>1000</sup> never varied. The recreations of the people were sporadic and flat. They wandered about, barefoot and aimless, speaking lowly and<sup>1020</sup> smoking cigar or cigarette. Looking down on the dimly lighted ways one seemed to see a threading maze of brunette<sup>1040</sup> ghosts tangled with a procession of insane fireflies. In some houses the thrumming of lugubrious guitars added to the depression<sup>1060</sup> of the *triste* night. Giant tree-frogs rattled in the foliage as loudly as the end man's "bones" in a<sup>1080</sup> minstrel troupe. By nine o'clock the streets were almost deserted.

Nor at the consulate was there often a change of<sup>1100</sup> bill. Keogh would come there nightly, for Coralio's one cool place was the little seaward porch of that official residence.<sup>1120</sup>

Before midnight sentiment would begin to stir in the heart of the self-exiled consul. Then he would relate to<sup>1140</sup> Keogh the story of his ended romance. Each night Keogh would listen patiently to the tale, and be ready with<sup>1160</sup> untiring sympathy.

"But don't you think for a minute"—thus Johnny would always conclude his woeful narrative—"that I'm grieving<sup>1180</sup> about that girl, Billy. I've forgotten her. She never enters my mind. If she were to enter that door right<sup>1200</sup> now, my pulse wouldn't gain a beat. That's all over long ago."

"Don't I know it?" Keogh would answer. "Of<sup>1220</sup> course, you've forgotten her. Proper thing to do. Wasn't quite Okeh of her to listen to the knocks that<sup>1240</sup>—er—Dink Pawson kept giving you."

"Pink Dawson!"—a world of contempt would be in Johnny's tones—"Poor white trash!<sup>1260</sup> That's what he was. Had five hundred acres of farming land, though; and that counted. Maybe I'll have a chance<sup>1280</sup> to get back at him some day. The Dawsons weren't anybody. Everybody in Alabama knows the Atwoods. Say, Billy—did<sup>1300</sup> you know my mother was a De Graffenreid?"

"Why, no," Keogh would say; "is that so?" He had heard it<sup>1320</sup> some three hundred times.

"Fact. The De Graffenreids of Hancock County. But I never think of that girl any more,<sup>1340</sup> do I, Billy?"

"Not for a minute, my boy," would be the last sounds heard by the conqueror of Cupid.<sup>1360</sup>

At this point Johnny would fall into a gentle slumber, and Keogh would saunter out to his own shack under<sup>1380</sup> the calabash tree at the edge of the plaza.

In a day or two the letter from the Dalesburg postmaster<sup>1400</sup> and its answer had been forgotten by the Coralio exiles. But on the 26th day of July the fruit<sup>1420</sup> of the reply appeared upon the tree of events.

The *Andador*, a fruit steamer that visited Coralio regularly, drew into<sup>1440</sup> the offing and anchored. The beach was lined with spectators while the quarantine doctor and the custom-house crew rowed<sup>1460</sup> out to attend to their duties.

An hour later Billy Keogh lounged into the consulate, clean and cool in his<sup>1480</sup> linen clothes, and grinning like a pleased shark.

"Guess what?" he said to Johnny, lounging in his hammock.

"Too hot<sup>1500</sup> to guess," said Johnny, lazily.

"Your shoe-store man's come," said Keogh, rolling the sweet morsel on his tongue, "with<sup>1520</sup> a stock of goods big enough to supply the continent as far down as Terra del Fuego. They're carting his<sup>1540</sup> cases over to the customhouse now. Six barges full they brought ashore and have paddled back for the rest.<sup>1560</sup> Oh, ye saints in glory! won't there be regalements in the air when he gets onto the joke and has<sup>1580</sup> an interview with Mr. Consul? It'll be worth nine years in the tropics just to witness that one joyful moment."<sup>1600</sup>

Keogh loved to take his mirth easily. He selected a clean place on the matting and lay upon the floor.<sup>1620</sup> The walls shook with his enjoyment. Johnny turned half over and blinked.

"Don't tell me," he said, "that anybody was<sup>1640</sup> fool enough to take that letter seriously."

"Four-thousand-dollar stock of goods!" gasped Keogh, in ecstasy. "Talk about coals<sup>1660</sup> to Newcastle! Why didn't he take a ship-load of palm-leaf fans to Spitzbergen while he was about it?<sup>1680</sup> Saw the old codger on the beach. You ought to have been there when he put on his specs and<sup>1700</sup> squinted at the five hundred or so barefooted citizens standing around."

"Are you telling the truth, Billy?" asked the consul,<sup>1720</sup> weakly.

"Am I?" You ought to see the buncoed gentleman's daughter he brought along. Looks! She makes the brick-dust<sup>1740</sup> señoritas here look like tar-babies."

"Go on," said Johnny, "if you can stop that asinine giggling. I hate to<sup>1760</sup> see a grown man make a laughing hyena of himself."

"Name is Hemstetter," went on Keogh. "He's a—Hello! what's<sup>1780</sup> the matter now?"

Johnny's moccasined feet struck the floor with a thud as he wriggled out of his hammock.

"Get<sup>1800</sup> up, you idiot," he said, sternly, "or I'll brain you with this inkstand. That's Rosine and her father. Gosh! what<sup>1820</sup> a drivelling idiot old Patterson is! Get up, here, Billy Keogh, and help me. What the devil are we going<sup>1840</sup> to do? Has all the world gone crazy?"

Keogh rose and dusted himself. He managed to regain a decorous demeanor.<sup>1860</sup>

"Situation has got to be met, Johnny," he said, with some success at seriousness. "I didn't think about its being<sup>1880</sup> your girl until you spoke. First thing to do is to get them comfortable quarters. You go down and face<sup>1900</sup> the music, and I'll trot out to Goodwin's and see if Mrs. Goodwin won't take them in. They've got the<sup>1920</sup> decentest house in town."

"Bless you, Billy!" said the consul. "I knew you wouldn't desert me. The world's bound to<sup>1940</sup> come to an end, but maybe we can stave it off for a day or two."

Keogh hoisted his umbrella<sup>1960</sup> and set out for Goodwin's house. Johnny put on his coat and hat and marched bravely down to the beach.<sup>1980</sup>

In the shade of the customhouse walls he found Mr. Hemstetter and Rosine surrounded by a mass of gaping<sup>2000</sup> citizens. The customs officers were ducking and scraping, while the captain of the *Andador* interpreted the business of the new<sup>2020</sup> arrivals. Rosine looked healthy and very much alive. She was gazing at the strange scenes around her with amused interest.<sup>2040</sup> There was a faint blush upon her round cheek as she greeted her old admirer. Mr. Hemstetter shook hands with<sup>2060</sup> Johnny in a very friendly way. He was an oldish, impractical man—one of that numerous class of erratic business<sup>2080</sup> men who are forever dissatisfied and seeking a change.

"I am very glad to see you, John—may I call<sup>2100</sup> you John?" he said. "Let me thank you for your prompt answer to our postmaster's letter of inquiry. He volunteered<sup>2120</sup> to write to you on my behalf. I was looking about for something different in the way of a business<sup>2140</sup> in which the profits would be greater. I had noticed in the papers that this coast was receiving much attention<sup>2160</sup> from investors. I am extremely grateful for your advice to come. I sold out everything that I possess, and invested<sup>2180</sup> the proceeds in as fine a stock of shoes as could be bought in the North. You have a picturesque<sup>2200</sup> town here, John. I hope business will be as good as your letter justifies me in expecting."

Johnny's agony was<sup>2220</sup> abbreviated by the arrival of Keogh, who hurried up with the news that Mrs. Goodwin would be much pleased to<sup>2240</sup> place rooms at the disposal of Mr. Hemstetter and his daughter. So there Mr. Hemstetter and Rosine were at once<sup>2260</sup> conducted and left to recuperate from the fatigue of the voyage, while Johnny went down to see that the cases<sup>2280</sup> of shoes were safely stored in the customs warehouse pending their examination by the officials. Keogh, grinning like a shark,<sup>2300</sup> skirmished about to find Goodwin, to instruct him not to expose to

Mr. Hemstetter the true state of Coralio as<sup>2320</sup> a shoe market until Johnny had been given a chance to redeem the situation, if such a thing were possible.<sup>2340</sup>

That night the consul and Keogh held a desperate consultation on the breezy porch of the consulate.

"Send 'em back<sup>2360</sup> home," began Keogh, reading Johnny's thoughts.

"I would," said Johnny, after a little silence; "but I've been lying to you,<sup>2380</sup> Billy."

"All right about that," said Keogh, affably.

"I've told you hundreds of times," said Johnny, slowly, "that I had<sup>2400</sup> forgotten that girl, haven't I?"

"About three hundred and seventy-five," admitted the monument of patience.

"I lied," repeated the<sup>2420</sup> consul, "every time. I never forgot her for one minute. I was an obstinate ass for running away just because<sup>2440</sup> she said 'No' once. And I was too proud a fool to go back. I talked with Rosine a few<sup>2460</sup> minutes this evening up at Goodwin's. I found out one thing. You remember that farmer fellow who was always after<sup>2480</sup> her?"

"Dink Pawson?" asked Keogh.

"Pink Dawson. Well, he wasn't a hill of beans to her. She says she didn't<sup>2500</sup> believe a word of the things he told her about me. But I'm sewed up now, Billy. That tomfool letter<sup>2520</sup> we sent ruined whatever chance I had left. She'll despise me when she finds out that her old father has<sup>2540</sup> been made the victim of a joke that a decent schoolboy wouldn't have been guilty of. Shoes! Why he<sup>2560</sup> couldn't sell twenty pair of shoes in Coralio if he kept store here for twenty years. You put a pair<sup>2580</sup> of shoes on one of these Caribs or Spanish brown boys and what'd he do? Stand on his head and<sup>2600</sup> squeal until he'd kicked 'em off. None of 'em ever wore shoes and they never will. If I send 'em<sup>2620</sup> back home, I'll have to tell the whole story, and what'll she think of me? I want that girl worse<sup>2640</sup> than ever, Billy, and now when she's in reach I've lost her forever because I tried to be funny when<sup>2660</sup> the thermometer was at 102."

"Keep cheerful," said the optimistic Keogh. "And let 'em open the store. I've<sup>2680</sup> been busy myself this afternoon. We can stir up a temporary boom in footgear anyhow. I'll buy six pair<sup>2700</sup> when the doors open. I've been around and seen all the fellows and explained the catastrophe. They'll all buy shoes<sup>2720</sup> like they was centipedes. Frank Goodwin will take cases of 'em. The Geddies want about eleven pair between 'em. Clancy<sup>2740</sup> is going to invest the savings of weeks, and even old Doc Gregg wants three pair of alligator-hide slippers<sup>2760</sup> if they've got any tens. Blanchard got a look at Miss Hemstetter; and, as he's a Frenchman, no less than<sup>2780</sup> a dozen pair will do for him."

"A dozen customers," said Johnny, "for a \$4,000 stock of shoes!<sup>2800</sup> It won't work. There's a big problem here to figure out. You go home, Billy, and leave me alone. I've<sup>2820</sup> got to work at it all by myself. I'll sit here tonight and pull out the think stop. If there's<sup>2840</sup> a soft place on this proposition anywhere I'll land on it. If there isn't there'll be



## Teachers

Get a choice position through us—any part of the country. Openings in business schools, high schools, colleges—now or later. Half of the state universities have selected our candidates. Dependable service. Employers report your vacancies. Write us now.

### **SPECIALISTS' EDUCATIONAL BUREAU**

**Robert A. Grant, President**

**Shubert-Rialto Bldg., St. Louis, Mo.**

## Prospects

Written December 31. The outlook now for teacher-demand is not clear. We have the usual desultory demand for emergencies, however: Penman for Eastern private school, \$2400; man for law and basketball, Eastern school, \$2400 to \$3000; man for Western private school, dictation and related work, \$175; man for Middle-West, private school, head shorthand department, \$175; for Western high school, two degree teachers, \$1800 to \$2000—and so on. May we help you?

### **THE NATIONAL COMMERCIAL TEACHERS AGENCY**

*(A Specialty by a Specialist)*

**E. E. Gaylord, Mgr.**

-:-

**Larcom Avenue, Beverly, Mass.**

another wreck to the<sup>2880</sup> credit of the gorgeous tropics."

Keogh left, feeling that he could be of no use. Johnny laid a handful of<sup>2880</sup> cigars on a table and stretched himself in a steamer chair. When the sudden daylight broke, silvering the harbor ripples,<sup>2900</sup> he was still sitting there. Then he got up, whistling a little tune, and took his bath.

At nine o'clock<sup>2920</sup> he walked down to the dingy little cable office and hung for half an hour over a blank. The result<sup>2940</sup> of his application was the following message, which he signed and had transmitted at a cost of \$33:<sup>2960</sup>

To Pinkney Dawson,  
Dalesburg, Ala.

Draft for \$100 comes to you next mail. Ship me immediately 500<sup>2980</sup> pounds stiff, dry cockleburrs. New use here in arts. Market price twenty cents a pound. Further orders likely. Rush. (2998)

(To be concluded next month)

## Do You Have Ambition?

From "Forbes"

Do you have ambition? Doubtless you think you have, but have you? Do you really know what ambition is? Says<sup>20</sup> Herbert N. Casson: "Probably not more than one man out of ten has any ambition at all. Ambition is not<sup>40</sup> merely wishing and hoping and painting pictures in your mind of what a great man you will be. Daydreaming! That<sup>60</sup> is not ambition. Being discontented with what you've got. That is not ambition. Reading about glorious deeds and imagining yourself<sup>80</sup> doing things like that—that is not ambition.

"No. Ambition is active, not passive. Ambition is the process of self<sup>100</sup> development. It is a day-by-day matter. It is something you *Do*, not something you *Wish*. Ambition is wishing<sup>120</sup> plus will power and perseverance. An ambitious man is one who does his job better today than he did it<sup>140</sup> yesterday. He is a man who is improving—gaining—climbing—moving steadily up towards the top. No lazy man is<sup>160</sup> ever ambitious. He only pretends he is, to excuse his laziness. Ambition is only another word for growth. And growth<sup>180</sup> depends on courage and industry and reading good books, and common sense, and keeping at it. If a young man<sup>200</sup> wants to become more ambitious, he can do so by following these two simple rules: (1) Learn something new every<sup>220</sup> day. (2) Do something better every day.

"The test of true ambition is Action."

Now, after that, ask yourself again<sup>240</sup> if you really are ambitious and are genuinely striving to make your ambitions materialize. (254)

## Mapping New York from the Air

From "Popular Research Narratives"

(Copyright by the Williams and Wilkins Company,  
of Baltimore)

New York has been mapped from the air. The last flight of the greatest aerial photographic mapping project has been<sup>20</sup> completed. Over two thousand negatives were secured.

They are now being corrected and assembled. About three thousand miles were flown,<sup>40</sup> and the five boroughs—Manhattan, the Bronx, Brooklyn, Queens, and Richmond—have been mapped. Three planes were over the city<sup>60</sup> whenever there was a good photographic day. Included in the squadron was a Fokker C 2-camera plane purchased especially<sup>80</sup> for this contract, as it is particularly adapted for high-altitude photography.

The camera used was the Fairchild automatic aerial<sup>100</sup> camera with the "between-the-lens" shutter. It weighs forty-two pounds, has over a thousand parts, and is one<sup>120</sup> of the finest examples of automatic precision machinery ever made. This is the official camera of the United States Army<sup>140</sup> and Navy, the Canadian Government and the Brazilian Government.

The map pictures the city with the minutest detail—every structure<sup>160</sup> from the contractor's temporary tool shed where construction is going on, to the skyscraper, backyards, gardens, and parks with every<sup>180</sup> tree and bush visible, avenues and alleys, streets and unrecorded foot paths, big league ball parks, water front clubs with<sup>200</sup> their yacht and motor boats, the boardwalk of Coney Island and crowds of people appearing like small black dots. Even<sup>220</sup> the congestion of traffic on busy thoroughfares is clearly shown.

Two distinct photographic maps are being made. The first includes<sup>240</sup> the area of approximately four hundred square miles within the official city limits at the scale of one inch, equals<sup>260</sup> six hundred feet, in one hundred forty sections, each about fourteen by twenty-one inches. These sections are to be<sup>280</sup> assembled in groups of four, to correspond with the thirty-five sectional maps laid out by the Board of Estimate<sup>300</sup> and Apportionment.

The second map is being made at the scale of one inch equals two thousand feet and covers<sup>320</sup> six hundred twenty-five square miles, including the city proper and portions of the counties of Westchester and Nassau in<sup>340</sup> New York State, and that part of New Jersey contiguous to the city. The completed map at this small scale<sup>360</sup> will measure 10 by 8 feet.

Few days are suitable for photographic mapping, as there must be little haze and<sup>1380</sup> no clouds. Prints with clouds and cloud shadows are rejected. The shore line had to be photographed at low tide.<sup>400</sup> This requirement proved difficult as low tide could not be later than 2 P. M. on a day when other<sup>420</sup> conditions were favorable. In one instance there was a wait of several weeks for a suitable day to get part<sup>440</sup> of the shore line. It was also imperative that flying be completed before snow set in. Some of the work<sup>460</sup> for the map mosaic was done at sixteen thousand feet altitude in the Fokker, too high for the plane to<sup>480</sup> be seen with the naked eye. For this work a short focal length camera was used to take photographs at<sup>500</sup> a very small scale for checking controls. Many times the photographic squadron started out on days that seemed suitable, only<sup>520</sup> to be compelled to return without pictures on account of haze or cloud formation.

If the two thousand exposures necessary<sup>540</sup> to cover the entire area with a fifty per cent end and fifty per cent side overlap were matched together<sup>560</sup> they would make a single strip map covering eight hundred linear miles on the ground. The greatest accuracy was required.<sup>580</sup> Negatives showing very small degree of tilt have to be adjusted in the printing process. All prints have to be<sup>600</sup> brought to the required scale; a different ratio of enlargement or reduction is required for practically every print. This requires<sup>620</sup> a finely calibrated adjustment of the enlarging camera.

In his recommendation to the Mayor, Arthur S. Tuttle, Chief Engineer of<sup>640</sup> the Board of Estimate and Apportionment, wrote: "The numerous advantages which an aerial map of the entire city would afford<sup>660</sup> in the study of municipal problems are too apparent for discussion."

Success is due primarily to the "between-the-lens"<sup>780</sup> shutter. In 1918 Mr. Fairchild tested every known make of camera shutter and found that the largest exposure<sup>700</sup> was 1/125ths of a second using an opening of 5/8ths inch. He developed his first<sup>720</sup> "between-the-lens" shutter in the spring of 1918. It ran at a speed of 1/220ths<sup>740</sup> of a second and had an opening of 2 3/8 inches. The efficiency of this camera was<sup>760</sup> 70 per cent. There were then no others on the market that had so high efficiency; most of them averaged<sup>780</sup> around 50 per cent.

His newest camera, known as the five-mile aerial camera, has a high efficiency shutter with<sup>800</sup> a 4-inch opening, and a speed of 1/125ths of a second. This is the same<sup>820</sup> as the speed of the old cameras in 1918, but this new shutter covers an area about<sup>840</sup> 45 times larger than the old type. A lens of "F-5" 20-inch proportions is used, working at all<sup>860</sup> times at full aperture. The shutter is of exceptionally rugged construction. On a recent breakdown test it stood up for<sup>880</sup> over 20,500 shots, losing only a negligible percentage of its speed and accuracy.

Another remarkable feature of<sup>900</sup> this camera is that on special high-altitude photographic work it is operated from an enclosed cabin through the floor<sup>920</sup> of the plane, being suspended on a special carriage. Before the plane leaves the ground, adjustments are made so that<sup>940</sup> in flight (approximately 80 miles an hour) and at a set altitude over the country to be mapped, the camera<sup>960</sup> automatically makes the necessary exposures. There are about 110 exposures to 75 feet of film. (978)

—Based on information supplied March 1, 1924, by Mr. Sherman M. Fairchild, president of the Fairchild Aerial Camera Corporation, of New York.

## Drills on Chapter IV

Dear Madam:

Are you planning to send your daughter to college next semester? If so, she will need a pair<sup>20</sup> of heavy boots, fitted to her foot with care, for the rough campus paths.

We have such a boot. It<sup>40</sup> has a low heel

and is cut with a broad vamp and we carry it especially for college girls. It<sup>60</sup> is easily closed with a zipper fastener.

Will you not let us show you these boots? I feel sure you<sup>80</sup> will like them.

Yours truly,

Dear Sir:

We are exceedingly desirous of getting a young man to take charge of<sup>100</sup> our motor car repair business, and have made every effort to get someone who we feel will be strong<sup>120</sup> enough to handle the work.

Among the long list of those who answered a recent ad, there seems to be<sup>140</sup> none with the physique and experience necessary to take over this position, and we thought that possibly you might know<sup>160</sup> of someone who would fill the bill.

He would have to be a young man of sterling character and one<sup>180</sup> who would make an effort to greet people in a friendly way.

If you know of such a young man,<sup>200</sup> will you give us his name, in order that we may communicate with him.

We feel that we have built<sup>220</sup> up a strong department and do not wish to take any chances in the matter of placing it in charge<sup>240</sup> of the wrong man.

Yours truly,

Dear Sir:

As head salesman of the Sweet Soap Company I desire to inform<sup>260</sup> you that you have been accepted as a member of our sales force.

I wish to explain further that it<sup>280</sup> will be your particular duty to bring our soaps before Women's Clubs in every city. Their acceptance of our soaps<sup>300</sup> will greatly aid our sales.

I am sending you an official badge. Wear it always. Be wide awake. Keep ahead<sup>320</sup> of others. Never act weary.

Report at this office each Saturday evening and collect your wages.

Sincerely yours, (338)

## Drills on Chapter V

Dear Sir:

We are making a drive this month to have every man who drives a car realize what using<sup>20</sup> our tires will mean to him, both in money saved and in greater riding joy.

You will never know what<sup>40</sup> riding can mean until you join the ranks of Price Tire users.

You will be able to get twice as<sup>60</sup> many miles out of our tires as you are getting out of the kind you are now buying, and you<sup>80</sup> will not have to pay a higher price for them.

Come in right away and let us supply you with<sup>100</sup> the tires you will require for the coming season.

Yours very truly,

Dear Madam:

Did you ever wish you could<sup>120</sup> keep your family at home at night? Did you ever have the idea that it would be ideal to have<sup>140</sup> all the children at home enjoying something together?

A radio would make this dream of yours come true. With it<sup>160</sup> you can always keep your family amused. It will make it possible

for them to hear good music—piano or<sup>180</sup> violin solos, arias from the operas, or the new jazz selections.

If this should become tedious they can tune in<sup>200</sup> on good talks that are made nightly by well-known men. They can hear talks of progress being made in<sup>220</sup> the sciences or perhaps hear a famous poet read from his poems.

Think what it would mean on a snowy<sup>240</sup> evening to sit by your fire and create your own music by merely twisting a dial!

Please fill in and<sup>260</sup> mail the enclosed slip telling me what time I may call and explain the advantages of our six-tube set.<sup>280</sup>

Yours very truly,

Dear Madam:

I should like to have your permission to call and show you our line of<sup>300</sup> reliable kitchen equipment. Our goods are not expensive and are suitable for a small apartment.

When I come I shall<sup>320</sup> bring you a sample brush.

I shall probably stop in some day this week and I hope I shall find<sup>340</sup> you home.

Yours truly, (344)

## • Drills on Chapter VI

My dear Sir:

Our auditor has completed the checking of the entries on our books, and reports that a number<sup>20</sup> of individuals have not sent in their remittances for November and December invoices.

Owing to the recent change in the<sup>40</sup> market value of our inventory, we have had to cut our prices, and we are obliged to inform those whose<sup>60</sup> bills are overdue that we are unable to grant any further delay. If payment is not received from you promptly,<sup>80</sup> we shall be compelled to draw a draft on you through the Second State Bank of your city.

Very truly<sup>100</sup> yours,

Dear Madam:

Did you ever use Indian Washing Powder in your laundry?

I am enclosing a sample box in<sup>120</sup> the event that you have never found out the value of this time-saver in cleaning soiled clothes.

I should<sup>140</sup> be glad if you would acknowledge receipt of this sample by signing the enclosed slip and presenting it to your<sup>160</sup> grocer. He will allow you a generous refund on your purchase of three boxes.

Yours very truly,

My dear Sir:<sup>180</sup>

Have you prepared your car for the impending cold of January? As a rule the owner of an auto dreads<sup>200</sup> winter because he has the idea that it means motor trouble and the spending of a considerable sum to be<sup>220</sup> pushed, pulled, or towed at different times during the season.

This is not altogether true, for we have a motor<sup>240</sup> oil that will give instant response on the coldest day. See our agent, Mr. Andrews,

at 698<sup>260</sup> Devron Street. He will quote you a special price. We deliver promptly to all parts of the city without charge.<sup>280</sup>

Yours very sincerely,

Dear Sir:

I should like you to sell the house you have been renting from me in<sup>300</sup> your city. It has been vacant much of the time I have owned it, and the yield from it has<sup>320</sup> been small.

The land must be quite valuable even if the house is old.

Please let me know promptly if<sup>340</sup> there is any chance of your selling the house for me before winter and how much you think you can<sup>360</sup> get for it.

Yours very truly, (366)

## Sheep and Men

From the San Jose "Mercury Herald"

It should be obvious to the observant man or woman that a great many persons go through life with as<sup>20</sup> little thinking as possible.

To the cultivated man, it is amazing how many persons are so willing to accept whatever<sup>40</sup> they read or hear without stopping to think whether it makes sense or conforms to their own observations and experience.<sup>60</sup>

Ask the average man why he believes such and such a thing and the chances are he can't tell you;<sup>80</sup> and he never has thought about it. He is a Democrat or a Republican because his father was; he attends<sup>100</sup> a church of a certain denomination because it was where he was sent in his youth; and any ideas he<sup>120</sup> has about politics or public affairs are no more than prejudices which he cannot defend.

Thought is man's greatest and<sup>140</sup> most neglected possession.

"Nothing at first view may seem more unbounded than the thought of man which not only escapes<sup>160</sup> all human power and authority, but is not even restrained within the limits of nature and reality," David Hume observed.<sup>180</sup>

To form monsters and join incongruous shapes and appearances costs the imagination no more trouble than to conceive the most<sup>200</sup> natural and familiar objects.

And while the body is confined to one planet along which it creeps with pain and<sup>220</sup> difficulty, the thought can in an instant transport us to the most distant regions of the universe; or even beyond<sup>240</sup> the universe.

What never was seen or heard of may yet be conceived; nor is anything beyond the power of<sup>260</sup> thought except what implies absolute contradiction.

Man is a more perfect animal than the rest because he has better reasoning<sup>280</sup> powers.

However, few men utilize their reasoning powers; most act blindly like automats.

Is your mind your own? Then you<sup>300</sup> are different from other men.

Thinking for yourself, acting as you think best, is like swimming up stream, and most<sup>320</sup> men are content to drift along with what is known as public opinion, with no more individuality than a sheep;<sup>340</sup> an animal that must have a leader. (347)

## Key to the January O. G. A. Test

Before beginning the work of today, review rapidly what you did yesterday, but do not spend too much time on<sup>20</sup> this review. Here again you might see what kind of an organizer or efficiency expert you are. Suppose it takes<sup>40</sup> you fifteen minutes to review the previous lesson today; determine to review the next lesson just as thoroughly in ten<sup>60</sup> minutes. By increased concentration you can do it. Perhaps at the end of a week you will find that the<sup>80</sup> review takes only five minutes. Form the habit of working out your own concrete examples, also general rules and principles.<sup>100</sup> After intensive application, especially to new material, pause for a time and let your mind be fallow before taking up<sup>120</sup> anything else. (122)

—J. R. G.

## Business Letters

(From "Rational Dictation," Part II, page 351,  
letters 459 and 460)

Mr. C. E. Alexander  
517 Cleveland Avenue  
Kansas City, Missouri

Dear Sir:

To expedite rendering statements after<sup>20</sup> the first of each month, commencing with our January 1 statement, we will discontinue our former practice of detailing the<sup>40</sup> entire account, but will show the balance at the beginning of the month and the detail of current transactions, with<sup>60</sup> all additions and deductions.

Therefore, the statement enclosed will be the last one setting forth the entire detail of account.<sup>80</sup> It will be well to retain this and future statements for reference. Should your statement become lost, a duplicate will<sup>100</sup> be promptly submitted upon request. Please report errors promptly.

This practice is in line with general accounting procedure.

Yours very<sup>120</sup> truly (121)

Mr. Godfrey N. Nelson  
25 Liberty Square  
Philadelphia, Pennsylvania

Dear Sir:

My private sales department is constantly in touch<sup>20</sup> with buyers interested in the purchase of property of every description. Undoubtedly, the estates and owners you represent desire to<sup>40</sup> dispose of certain property from time to time.

If you are interested in selling any property at present, I shall<sup>60</sup> be pleased to receive a list, with complete details.

If, after receiving the list, any of my clients are desirous<sup>80</sup> of purchasing, I shall be glad to communicate with you immediately.

I hope to have the pleasure of serving you,<sup>100</sup> and assure you that my private sales department is at your disposal.

Very truly yours, (115)

## Sighs

From "The Recorder"

John D. Barry received from a correspondent some verses entitled "Sighs." This is what he wrote the author:

"Your verses<sup>20</sup> are interesting. But they are pessimistic. If they express what you feel, they show you aren't feeling right.

"In your<sup>40</sup> place I wouldn't yield to this kind of feeling, even in writing. It isn't good for you and it wouldn't<sup>60</sup> be good for readers.

"We can do wonders with our feeling. We can train it to be less cheerful or<sup>80</sup> more cheerful, as we choose.

"It's of the greatest importance for us to form the habit of making, not the<sup>100</sup> worst of things, but the best of things.

"Inside we are all a good deal alike. But we differ very<sup>120</sup> much in the way we deal with ourselves.

"Deal with yourself in a way that will help you to have<sup>140</sup> an interesting and a happy life. Cultivate the tastes and the habits that lead to health and cheerfulness and to<sup>160</sup> absorption in things outside yourself.

"Avoid melancholy introspection as you would avoid typhoid fever or tuberculosis.

"Get enough sleep and<sup>180</sup> keep physically and mentally alert and try to keep on good terms with the world you've been put into and<sup>200</sup> with the people you live among, essentially the same wherever you go, essentially like the people way back through the<sup>220</sup> generations." (221)

## 280 Words-a-Minute Championship—Testimony

(Concluded from the February issue)

A They were normal.<sup>940</sup>

Q By the way, Doctor, you expect to be paid for the time you have spent in court on this<sup>960</sup> matter, do you not?

A I expect to be paid, yes.

Q On what basis do you charge for testifying<sup>980</sup> in court?

A It depends upon circumstances.

Q Well, in this particular case?

A It depends on how long I<sup>1000</sup> am compelled to be here.

Q You have been here how long?

A I have been present in court on<sup>1020</sup> three separate occasions.

Q But you were not called to testify until this morning?

A That is right.

Q And<sup>1040</sup> you have been on the witness stand about an hour, have you not?

A Approximately.

Q What is your customary<sup>1000</sup> charge per hour?

A I charge thirty dollars an hour if it is less than one day.

Q Then in<sup>1080</sup> this case I assume your charge will be for three hours?

A It depends on how long I will be<sup>1100</sup> on the stand today.

Q Anyway, your bill will be in the neighborhood of one hundred dollars?

A I imagine<sup>1120</sup> it will.

Q Before you examined this man you were notified to do so by the Yellow Cab Company?

A<sup>1140</sup> I was simply given his name and address.

Q And being retained by them as a physician you knew it<sup>1160</sup> was an accident case?

A Oh, yes.

Q And you also knew there was a claim filed or a suit<sup>1180</sup> pending?

A I had no definite knowledge of it at that time.

Q But you took it for granted? A<sup>1200</sup> Yes.

Q Were you given a claim number?

A Not at the time I was first notified to examine him.<sup>1220</sup>

Q When did you learn there had actually been a claim filed?

A When I received notice to make a<sup>1240</sup> second examination.

Q When was that?

A Several months later.

Q I understood you to say you went to the<sup>1260</sup> man's home? A Yes.

Q Were you accompanied by any agent of the company? A I was not.

Q Was<sup>1280</sup> anyone else present at the house when you arrived?

A Are you talking about the first visit now?

Q Yes.<sup>1300</sup>

A If I am not mistaken, his wife and son were there at that time.

Q Did they discuss with<sup>1320</sup> you the details of this accident? A Not particularly.

Q Were they present in the room when you made the<sup>1340</sup> examination?

A A portion of the time only.

Q Did you make a complete report covering your first visit? A<sup>1360</sup> I did.

Q To whom was that report sent?

A To the office of the company.

Q I mean to<sup>1380</sup> what particular department? A To the Claim Department.

Q Did you also send a complete report of your second visit<sup>1400</sup> to the Claim Department of the Company? (1407)

## Men and Jobs

From the "San Francisco Examiner"

Ask almost any boy what he wants when he leaves school and he will tell you "a good job."

There<sup>20</sup> isn't any such thing as a good job, unless you are a fatalist and believe luck is in control. At<sup>40</sup> least there are no good jobs vacant.

There are only good men.

Any good man in a job makes the<sup>60</sup> job worth while, as long as he is in it. When he goes on to another job, that becomes worth<sup>80</sup> while in turn.

There is plenty that is important to be done in the world, but it will all be<sup>100</sup> done, to the end of time, by those who are trained to do it.(114)

## Short Stories in Shorthand

### Hereditary

Mother: Where does that child get his temper? Not from me, surely.

Father: No; none of yours is missing. (19)

### Alive, All Right

"Nurse, you held a mirror over her face to find out if she was breathing?"

"Yes, and she reached for<sup>20</sup> her powder puff." (23)

### Economy

The dying man shook his head tearfully and maintained:

"I won't take it, no Ikey, it tastes awful."

"But, my<sup>20</sup> dear friend," groaned Ikey, "you can't die and leave all these expensive medicines wasted." (34)

### Empty-Handed

Judge: Have you anything to offer to the court before sentence is passed on you?

Prisoner: No, Judge, I had<sup>20</sup> ten dollars, but my lawyer took that. (27)

### One Still Left!

Mrs. Jones found Mrs. Smith, the aviator's wife, in tears.

"Whatever is the matter," she asked anxiously.

"I'm worrying about<sup>20</sup> Harold," said Mrs. Smith. "He's been trying for a week to kill our cat, and as a last resort he<sup>40</sup> took her up in his plane. He said he would take her up two thousand feet and drop her over<sup>60</sup> the side."

"Well, what is there to worry about?"

"Lots!" exclaimed the frantic woman. "Harold isn't home yet and the<sup>80</sup> cat is." (82)

### Let's Move There!

"Do you know, not one of my neighbors will speak to me."

"Well, you're certainly lucky. I've never been able<sup>20</sup> to find a neighborhood like that." (26)

## Present-Day Trends in Business Training

(Concluded from page 252)

in this work can also be determined to a degree by your reaction to the ideas set forth in this paper. The status of the work of each individual commercial teacher in its relation to the tide of progress in commercial education is the vital question. Where do I stand? What is my attitude in this matter? How does my work fit into this new plan? What adjustments have I been instrumental in securing? There is no middle ground. We progress or we retrograde.

### *Don't Retrograde!*

It would probably not be amiss here to touch for just a moment on a few tendencies which mark movement in the wrong direction. I have noticed these:

1. *A failure on the part of instructors to move forward in step with the needs of the community.*

What is your individual attitude toward the new skill idea in secretarial training? How do you like the new Gregg Manual? Are you in sympathy with the suggested reorganization of the English, shorthand, and typewriting work, or do you find difficulty in adjusting yourself to the new idea?

2. *A tendency to teach the schedule and not the pupil.*

One of the greatest menaces in present-day education as I have observed it is to regard the system as the unit in education and not

the child, subordinating the welfare of the individual pupil to the perpetuation of the system. This erroneous attitude fails entirely to take into consideration the varying abilities, aptitudes, and inclinations of pupils and leads to unnecessary discouragement, misunderstanding, and frequent failure. The personal contact must be preserved in the relation of pupil and teacher, if our educational work is to meet with even a modicum of success.

3. *A tendency to carry the mass production idea now so pronounced in industry into the curriculum, sacrificing the personal touch and discarding too readily that material which does not seem to measure up to the standard.*

We are in the gravest danger of losing our hold on community life in these days of industrial concentration. We are becoming elements in an institutionalized life. Family life and neighborhood life are not what they were. The individual is becoming lost in the mass. The personal contact is not stressed as it should be. The child in the home and the pupil in the school are the greatest sufferers from this trend. Heroic efforts by parents and teachers alike are necessary to secure for the child his unquestionable right to a normal child life and the opportunity for a natural, individual mind unfoldment.

It is to this service that we as educators have consecrated ourselves. Let us see that we do not fail in discharging this most important obligation.

**D**URING the past twenty years the public schools have practically eliminated illiteracy and materially raised the general level of intelligence.

They have supervised the health and safety of the nation's children to a much greater extent than ever before and to their great good.

They have absorbed the great flood of immigration which inundated the country, and kept it American.

Through courses in vocational education, they have prepared young people for specific trades and have increased the earning power of those thus educated.

Our great advance in material prosperity can be ascribed in part to the higher educational levels and thinking to which the work of the public schools has raised the masses.

—Roger W. Babson.

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